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ABSTRACT

These proceedings contain the following eight papers: "Identifying Problems that Impede the Operations of a Business and Services that May Help Overcome Them" (William T. Price, Jr.); "A Comparison of Computer-Assisted Instruction and Traditional Modes of Instruction in Principles of Marketing Classes" (Gerald Crawford, Jack W. Crocker, Margie S. Crocker); "Mainstreaming Handicapped Students into Cooperative Education: A Handbook for Vocational Education" (Irvin H. Iwler, D. Frank Palmieri, Janice C. Dominico); "A Study and Comparison of Attitudes among Marketing and Distributive Education Teachers and Senior Students towards the American Business and Economic System" (Robert L. Fritz, Horace C. Robertson); "Analysis of the Use of Publications in the MDE Marketing and Distributive Education Classrooms in Georgia" (Lester E. Sanders); "Teacher Turnover: Marketing Education. A National Study" (A. Gary Searle); "A Methodology to Engage Senior Executives in Professional Development Programs: Focus on Strategic Management" (Anne C. Steele); "Educational Research: Some Problems and Observations" (Larry Weber). The papers include abstracts. (KC)

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marketing & distributive education

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National Research Conference Report

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INTRODUCTION

This Second Annual Conference is the outgrowth of many discussions at the annual Southern Region Marketing and Distributive Education Conference. The MDE teacher-educators attending these conferences consistently expressed a desire for a research findings to the peer group and to other educational audiences.

The MDE group felt that a vehicle was needed for teacher-education personnel (especially persons new to the field) to become active in MDE research, presentation and publication. It was recommended that mini-workshops be held at the conference covering topics such as: grantsmanship, selecting research topics, preparing narrative materials from raw data, etc. Various other types of research agenda could be prepared as needs arise.

Southern Region MDE teacher-educators are in agreement concerning the need for this type conference and desire that it should be an annual event. The current sponsors are Auburn University, The University of Alabama, and The University of North Carolina at Greensboro. The sponsors for the 1986 conference will be Auburn University, The University of Georgia and The University of North Carolina at Greensboro. A site for the 1986 conference will be announced by May 1, 1985. Tentative planning for the 1987 conference will be focusing on a mid-west site.

CONFERENCE DIRECTORS

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Curriculum and Instruction

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Dr. Stephen Lucas
Dr. Benton Miles
Department of Management
School of Business and Economics

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REFEREES AND EDITORS

Dr. William D. Cooper
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Marketing and Distributive Education

National Research Conference

Center for Vocational and Adult Education

Auburn University

April 12, 13 and 14, 1985

Sponsored jointly by MDE Division of AVA, University of Alabama, University of North Carolina at Greensboro and Auburn University.

Friday, April 12

2:00 p.m. - 5:00 p.m.	Registration - Center for Vocational and Adult Education
7:00 - 7:20	Opening Session Tracy Trussell, Conference Co-Chairperson Auburn University J. Boyd Scebra, Associate Dean School of Education Auburn University Richard A. Baker, Professor and Head Department of Vocational and Adult Education Auburn University
7:20 - 8:00	Invited Presentation Larry Weber, Professor College of Education Virginia Polytechnic Institute and State Universtiy
8:00 - 9:00	Invited Presentation James N. Wilmoth, Associate Professor Foundations of Education Department Auburn University
9:00 -10:00	Invited Presentation Chester C. Carroll, Professor Electrical Engineering Department Auburn University

Saturday, April 13

8:30 a.m. - 9:00 a.m.		Research Presentation Lester E. Sanders, Associate Professor University of Georgia
9:00	- 9:15	Reaction to Research Dale Dean, Assistant Professor University of Alabama Steve Lucas, Professor University of North Carolina at Greensboro
9:15	- 9:45	Research Presentation A. Gary Searle, Program Director University of Wisconsin, Stout
9:45	-10:00	Reaction to Research Jim Steward, Associate Professor Middle Tennessee State University Benton Miles, Professor University of North Carolina at Greensboro
10:00	-10:15	Break
10:15	-10:45	Research Presentation Margie S. Crocker, Teacher-Coordinator Muscle Shoals Area Vocational School
10:45	-11:00	Reaction to Research Diane Stalnaker, Graduate Student Georgia State University Ken Rachal, Associate Professor Nicholls State University
11:00	-11:30	Research Presentation Robert Fritz, Assistant Professor Fayetteville State University
11:30	-11:45	Reaction to Research Nan Burgess, Assistant Professor Auburn University Wally Holmes, Assistant Professor Georgia State University

11:45 a.m. - 1:30 p.m.		Lunch - Gazebo I
1:30	- 2:00	Research Presentation
		D. Frank Palmieri, Associate Professor University of Pittsburgh
2:00	- 2:15	Reaction to Research
		Brent Halverson, Assistant Professor Auburn University
		Mike Littman, Graduate Student Ohio State University
2:15	- 2:45	Research Presentation
		William T. Price, Assistant Professor Virginia Polytechnic Institute and State University
2:45	- 3:00	Reaction to Research
		Richard A. Baker, Professor Auburn University
		Marcy McComas, Assistant Professor University of Houston
3:00	- 3:15	Break
3:15	- 3:45	Research Presentation
		Tracy Trussell, Assistant Professor Auburn University
3:45	- 4:00	Reaction to Research
		Jim Steward, Associate Professor Middle Tennessee State University
		Ken Rachal, Associate Professor Nicholls State University

4:00 - 4:30	Research Presentation Anne C. Steele, Associate Professor University of North Carolina at Greensboro
4:30 - 4:45	Reaction to Research Wally Holmes, Assistant Professor Georgia State University Marcy McComas, Assistant Professor University of Houston
4:45 - 5:00	Closing Remarks Harold H. Williams, Assistant Professor Auburn University

Sunday, April 14

8:30 a.m. - 9:00 a.m.	Recommendations Benton Miles, Professor University of North Carolina at Greensboro
9:00 - 9:30	Preplanning for the Third Annual Research Conference Steve Lucas, Professor University of North Carolina at Greensboro
9:30 - 10:00	Awards and Presentations Dale Dean, Assistant Professor University of Alabama
10:00 - 10:15	Evaluation Tracy Trussell, Assistant Professor Auburn University Harold H. Williams, Assistant Professor Auburn University

Identifying Problems That Impede The Operations of a Business and Services That May Help Overcome Them

Abstract

The study reported in this paper identified problems that impede the operations of a business and services that can help overcome them. The study was conducted to assist the Merchants Association of Roanoke Valley (MARV) in making decisions regarding what services the association can offer to its members to help them solve some of the problems they face. Implications for the association and marketing education are addressed.

Problems and services associated with eight different industry segments were identified. Common problems and services across industry segments were also identified. Although there were many problems and services that surfaced, two that apperared to be extremely critical related to obtaining and training employees.

Based upon an examination of the data as well as services that can be provided by marketing education, it can be concluded that MARV and marketing education can cooperatively assist association members in overcoming some of the problems they face.

Identifying Problems That Impede The Operations of a Business and Services That May Help Overcome Them

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Division of Vocational Technical Education

Virginia Polytechnic Institute and State University

Blacksburg, Virginia

Identifying Problems That Impede The Operations of a Business and Services That May Help Overcome Them

Problem

In nearly every community in this country there are local merchants associations that are organized to assist local merchants in successfully operating their businesses. The type of assistance provided depends on the needs of the members. Therefore, it is imperative for each local association to periodically assess the needs of its members.

The needs of members of a local merchants association in most cases relate to the problems faced by members that may impede the day-to-day operations of their businesses. In order to plan how to better serve its members, a merchants association should try to identify these problems. Although in practice much attention is generally focused on the other phases of the planning and design process, the value of identifying "quality" problems is well documented. It is supported by introspective, anecdotal, and emperical evidence (Volkema, 1983, p. 639).

According to Caruth and Middlebrook (1981, p. 12), any question or matter involving doubt, uncertainty, or difficulty can be defined as a problem. Although it may be true that problems are usually considered to be negative in tone, problems can also have a positive side. Problems can be positive when they represent an opportunity to improve a situation or correct a deficiency (Caruth and Middlebrook, p. 12).

The study reported in this paper was conducted for the Merchants Association of Roanoke Valley (MARV), which is located in Roanoke, Virginia. The study was conducted to assist MARV personnel and the MARV Board of

Directors in making decisions regarding what services the association can offer to its members in order to help them solve some of the problems they face in their businesses.

Keeping in mind that a merchants association is in business to serve its members, marketing education is also partly in business to serve the same group of individuals. Marketing education actually has two groups it can refer to as its clientele. These two groups are students and persons in the business community (Trapnell, Reece, & Hoffman, 1972, pp. 11-12). Consequently, when assessing the needs of the members of a merchants association, there are implications for both the association itself as well as for marketing education. The implications of the study for both the association and marketing education will be addressed in this paper.

Objectives

The study had four primary objectives. They were as follows:

1. To identify the major problems MARV members face that impede the day-to-day operations of their businesses.
2. To establish the relative priorities of the different problem areas identified.
3. To identify MARV services that can help its members in overcoming the major problems identified.
4. To establish the relative priorities of the different MARV services identified.

Methods and Procedures

This section of the paper contains a description of the methods and procedures that were used when conducting the study. The research design

that was used is discussed first. This is followed by discussing the population of the study and the procedures used to select participants. A description of how the survey instrument was designed is then given, followed by a discussion of data collection and data analysis.

Research Design

Two research methods were used to gather information for the study. The nominal group technique was used first to identify major problems faced by MARV members that impede the day-to day operations of their businesses and to identify additional services that can be offered by MARV to its members to help them overcome the problems. A mail survey was conducted after the data was collected through the nominal group technique to validate the first set of data.

Nominal Group Technique

The nominal group technique (NGT) is a special-purpose group process appropriate for identifying elements of a problem situation, identifying elements of a solution program and establishing priorities (Scott and Deadrick, 1982, p. 26). It is extremely useful when the judgements of several individuals must be clarified and aggregated into a group decision (Ford and Nemiroff, 1975, p. 179). For this study, a series of eight small group meetings were conducted. The nominal group technique was used to facilitate the discussion in each meeting and collect data in order to accomplish objectives one through four as presented earlier. Further discussion regarding the NGT process may be found in the "Data Collection" section of this paper.

Mail Survey

After the data was collected through the nominal group technique, a

mail survey was conducted to validate the results. A survey instrument was developed based on the information obtained in the small group sessions. Further discussion regarding the mail survey relative to sampling procedures and procedures used to obtain completed survey instruments may be found in subsequent sections of this paper.

Population and Participant Selection Procedures

The population for this study were all of the members of the Merchants Association of Roanoke Valley. Participants in the small group discussion sessions were selected by members of the MARV Public Relations Committee, the MARV President and the researcher. Participant selection in this phase of the study was based on a person's observable leadership in the community and willingness to serve. Once the possible participants were identified by the selection committee, they were invited by the Chairman of the MARV Board of Directors to participate. An invitation was sent to each person by mail, which was followed up by telephone to obtain a commitment to participate. Once a person made a commitment to participate, he/she was sent a thank-you/reminder letter.

A random sample of MARV members was used in the mail survey phase of the study. Two hundred and fifty members were randomly selected by using a table of random digits.

Data Collection

The first set of data was collected by conducting small group discussion sessions and using the nominal group technique to facilitate the discussion in each session. The MARV membership was divided into eight segments by industry. Eight small group sessions were conducted, one for each industry segment. The industry segments were as follows: Segment 1: Banking and Automotive; Segment 2: Financial Institutions

(other than banking); Segment 3: Consumer Oriented Merchants; Segment 4: Grocery; Segment 5: Medical; Segment 6: Wholesale; Segment 7: Service Oriented Merchants; and Segment 8: Small Business.

Seven to nine participants were involved in each small group session. It should be noted that when using the NGT the group should be made up from five to nine members (Ford & Nerminoff, 1975; Gepson, Martinko, & Belina, 1981; Delbecq, Van de Ven, & Gustafson, 1975). A group of less than five members lacks resources in terms of the number of critical judgements available to analyze and arrive at a decision. On the other hand, adding beyond nine members does not increase group accuracy. Furthermore, the mechanics of the NGT become burdensome when the group has 10 or more members (Delbecq, Van de Ven, Gustafson, 1975, p.69).

Nominal Group Technique Prodedures

The nominal group technique process that was used in each of the small group discussion sessions involved five steps. These steps were: (1) Introduction to Meeting; (2) Silent Generation of Ideas in Writing; (3) Round-Robin Listing; (4) Discussion for Clarification; and (5) Ranking of Items.

Introduction to Meeting. During this step the group facilitator welcomed each participant, discussed the purpose as well as the importance of the meeting and clarified the importance of each group member's contribution.

Silent Generation of Ideas in Writing. The facilitator, in this step, presented each group with an exploratory question. The question asked each participant to list the major problems that were faced by individuals in their type of business that impede the successful day-to-

day operation of the business. Without discussion, each participant wrote silently and independently, as many problems as he/she could think of on an individual worksheet. The purpose for having participants to identify these problems was to determine the areas in which assistance might be needed.

Round-Robin Listing. Once participants were given enough time to complete their individual assignments as described in step two, they were asked to share their ideas with the entire group. The problems identified by each individual participant were listed on a flip chart. Hitchhiking was allowed and encouraged by having participants generate new ideas based on the items presented by others in the group.

Discussion for Clarification. After all of the problems were listed on a flip chart, the group facilitator led a group discussion of the recorded items for the purpose of elaboration and clarification. The primary purpose of this step was to help participants fully understand the meaning of each problem on the master list.

Ranking of Items. The final step in the NGT process allowed the participants to select from the master list nine of the problems that they felt were the most critical. They were asked to write on separate 3"x5" index cards each of the nine problems. They were then asked to rank them in order of priority. Values were given to each item according to their rank order. A group decision was made based on the outcome of each participant's ranked list by pooling the individual priority selections together.

Once the participants in each small group identified the major problems that are faced by individuals in their types of businesses,

they were presented with a second question. The second question asked them to identify services that could be offered by MARV to help overcome the previously identified problems. The same NGT process was used to identify MARV services as was used to identify the major problems.

Mail Survey Procedures

After the data was collected through the nominal group technique, a mail survey was conducted to validate the results. Once the survey instrument was developed and the random sample of participants identified, the participants were mailed the survey instrument with a self-addressed, stamped envelope and cover letter requesting them to complete and return the instrument. Exactly one week later a thank-you/reminder letter was mailed to each participant. Three weeks after the initial mailing an additional survey instrument, self-addressed, stamped envelope and cover letter were sent to all non-respondents. A return rate of 72 percent was obtained.

Data Analysis

Descriptive analyses were used to analyze the data collected in the study. A value score was determined and analyzed for each of the items identified within each small group meeting. This score was determined by adding the values assigned to each of the items by individual participants. The sum value for each item was used to determine a group consensus regarding the priorities of the items. This calculation was made for the identified problems and identified services within each group. Such a calculation was not possible across groups. However, central themes were determined that identified common problems and common services needed among the industry segments.

For the data collected from the mail survey, percentages of the responses for each response item as well as the means for each response item were determined and analyzed.

Results

This section of the paper contains the results of the study based on the data that were collected. The results regarding the problems that impede the day-to-day operations faced by MARV members in their businesses and the services that were identified by MARV members that can help them overcome some of their problems are shared first. These results are organized by industry segments. Only the results which appeared to be the most critical or most needed (according to the group value scores) are reported. The problems and services that are reported are listed in rank order for each industry segment. The group value scores for each problem and service are recorded in parenthesis. Results regarding all of the problems and services are available upon request.

The results regarding the common concerns and needs among industry segment representatives are shared next. The results of the mail survey are then shared to give a wider representative picture of the concerns and needs of MARV members.

Identified Problems and Services Through NGT

Segment 1: Banking and Automotive

Problems. Representatives in the banking and automotive segment identified 18 problems that impede the day-to-day operations of their businesses. Eight of the 18 problems appeared to be the most critical. They were as follows:

1. Insufficient information on new residents in the area (33)

2. Insufficient information about new businesses in the area and the peope who operate them (30)
3. Training of employees (25)
3. Insufficient information of false accounts, forgery, bad checks, etc. (25)
5. Discourteous or indifferent telephone manners on the part of the employees (22)
6. New residents not transferring their credit file to MARV upon moving into the area (21)
7. Credit problems due to lack of consumer awareness regarding credit (19)
7. Assisting out-of-town and/or out-of-state customers traveling through the area (19)

Services. Representatives in the banking and automotive segment recommended 10 services that could be provided to help overcome some of the problems previously shared. Five of the 10 services appeared to be needed the most. They were as follows:

1. Expand Commonwealth Check System on a regional and/or national basis (21)
2. Provide training seminars (19)--In the areas of customer relations and product/service technology
3. Help banks establish procedures for dealing with out-of-town customers (15)
4. Provide educational services to consumers regarding credit (12)
5. Provide hotline service for merchants regarding bad checks, fraud, forgery, etc. (10)

Segment 2: Financial Institutions (Other than banking)

Problems. Representatives in the financial institution (other than banking) segment identified 12 problems that impede the day-to-day operations of their businesses. Six of the 12 problems appeared to be the most critical. They were as follows:

1. No credit record is found when an address is off by one digit (30)
2. Credit reports from MARV are many times incomplete (23)
3. An individuals credit report is not cross filed by social security number (20)
4. MARV telephone lines are frequently busy (18)
5. Organizational staffing (individual businesses) (15)
6. Finding and obtaining qualified personnel (14)

Services. Representatives in the financial institutions (other than banking) segment recommended seven services that could be provided to help overcome some of the problems previously shared. Three of the seven services appeared to be needed the most. They were as follows:

1. Cross reference credit files by social security number (22)
2. Provide workshops for creditors regarding MARV policies and procedures and responsibilities of creditors in keeping credit bureau operating efficiently (11)
3. Establish employment clearinghouse for qualified individuals (10)

Segment 3: Consumer Oriented Merchants

Problems. Representatives in the consumer oriented merchants segment identified 16 problems that impede the day-to-day operations of their businesses. Seven of the 16 problems appeared to be the most critical. They were as follows:

1. Lack of organized, cooperative efforts among retailers in the local business community (30)
2. Government regulations (24)
3. Communications at all levels (23)
4. Slow growth of market (14)
4. Shoplifting losses (14)
4. Lack of employee motivation (14)
7. Obtaining qualified employees (13)

Services. Representatives in the consumer oriented merchants segment recommended nine services that could be provided to help overcome some of the problems previously shared. Three of the nine services appeared to be needed the most. They were as follows:

1. Establish a merchants policy and planning commission to address concerns and issues of merchants (20)
2. Provide training to and for merchants (13)--In the areas of customer relations, shoplifting prevention, employee motivation, supervision and time management
3. Provide a job referral service (13)

Segment 4: Grocery

Problems. Representatives in the grocery segment identified 12 problems that impede the day-to-day operations of their businesses. Seven of the 12 problems appeared to be the most critical. They were as follows:

1. Holding down costs without cutting services (26)
2. Controlling internal shrinkage (20)
3. Employee awareness of good customer relations (17)

4. Cash control problems (front end operations) (13)
5. Motivating employees (12)
5. Shoplifting (12)
5. Obtaining qualified employees (12)

Services. Representatives in the grocery segment recommended six services that could be provided to help overcome some of the problems previously shared. Four of the six services appeared to be needed the most. The were as follows:

1. Establish a centralized training program (13)--In the areas of customer relations, supervision, shoplifting prevention, bad checks, and checker/bagger training
1. Provide education programs/seminars in schools regarding career opportunities in retailing (13)
3. Provide anti-shoplifting campaign in the schools (grades 1-12) (12)
3. Emphasize need for more checker/bagger training in marketing education (12)

Segment 5: Medical

Problems. Representatives in the medical segment identified 14 problems that impede the day-to-day operations of their businesses. Six of the 12 problems appeared to be the most critical. They were as follows:

1. Understanding the needs and wants of customers (32)
2. Complexity of billing process (30)
3. Employee relations (23)
3. Lack of public awareness regarding medical services that are available (23)
5. Keeping abreast of government regulations (18)

6. Inadequate training for personnel (16)

Services. Representatives in the medical segment recommended three services that could be provided to help overcome some of the problems previously shared. Two of the three services appeared to be needed the most. They were as follows:

1. Provide training workshops and seminars (15)--In the areas of customer relations, proper telephone techniques, communications, supervision, and management
2. Provide employee assistance program (10)

Segment 6: Wholesale

Problems. Representatives in the wholesale segment identified 20 problems that impede the day-to-day operations of their businesses. Seven of the 20 problems appeared to be the most critical. They were as follows:

1. Lack of communications (56)
2. Employee motivation (48)
3. Employee attitudes (toward customers, other employees, work in general) (31)
4. Utilizing resources effectively (people, materials, etc.) (30)
5. Pressure to perform (23)
6. Insufficient training (20)
6. Safety (20)

Services. Representatives in the wholesale segment recommended eight services that could be provided to help overcome some of the problems previously shared. Four of the eight services appeared to be needed the most. They were as follows:

1. Systematic update of credit files (19)

2. Provide training seminars (18)--In the areas of communications, employee motivation, customer relations, management, and supervision
2. Inform members of all services (18)
4. Improve existing MARV services (16)

Segment 7: Service Oriented Merchants

Problems. Representatives in the service oriented merchants segment identified 17 problems that impede the day-to-day operations of their businesses. Seven of the 17 problems appeared to be the most critical. They were as follows:

1. Employee attendance and/or absentee problems (34)
2. Rapidly changing governmental laws (23)
3. Identification and availability of outside tradesmen and/or maintenance personnel (21)
4. Lack of trained and/or qualified personnel (17)
4. Lack of consumer education programs relating to types of services available in a given service oriented business (17)
4. Collection of accounts receivable (17)
7. High employee turnover (13)

Services. Representatives of the service oriented merchants segment recommended 11 services that could be provided to help overcome some of the problems previously shared. Six of the 11 services appeared to be needed the most. They were as follows:

1. Provide training workshops on employee and management levels (15)--In the areas of employee motivation, supervision, and advertising
2. Improve MARV orientation of services to MARV members and the

business community at large (11)

2. Provide quarterly market survey results of Roanoke Valley (11)

4. Train MARV personnel to provide faster services (7)

4. Organize internships for students to work in various businesses throughout community (7)

6. Put a "shot in the arm" in local DE programs (6)

Segment 8: Small Business

Problems. Representatives in the small business segment identified 15 problems that impede the day-to-day operations of their businesses. Eight of the 15 problems appeared to be the most critical. They were as follows:

1. Employee abuse of customer parking spaces (23)

2. High costs of operating business with low gross markup (17)

3. Obtaining qualified personnel (16)

4. Unfair government unemployment insurance (12)

5. Shoplifting (11)

5. High interest rates (11)

7. Cash flow problems due to slow collections (9)

8. Employee training (too expensive) (8)

Services. Representatives in the small business segment recommended eight services that could be provided to help overcome some of the problems previously shared. Three of the eight services appeared to be needed the most. They were as follows.

1. Improve MARV orientation to new and established businesses (12)

2. Provide training workshops (11)--In the areas of credit collections, bad checks, customer relations, selling and shoplifting prevention

3. Establish and maintain an employment clearinghouse (9)

Central Themes of Problems and Services Across Industry Segments

Problems. An examination of the various problems identified by the participants from the different industry segments reveals that nine common problems exists across segments. They were as follows:

1. Finding and obtaining qualified personnel
2. Training employees and management personnel
3. Lack of employee motivation
4. Poor customer relations
5. Poor employee attitudes
6. Lack of communications (all levels)
7. Insufficient information on false accounts, forgery, bad checks, etc.
8. Lack of consumer awareness of types of services available in a given business
9. Rapidly changing governmental laws

Services. An examination of the various recommended services reveals that six common services exist across segments. They were as follows:

1. Provide training programs at employee and management levels
2. Establish an employment clearinghouse
3. Improve MARV orientation of services
4. Provide consumer educational programs
5. Establish longer MARV hours to provide credit reports after 5:00 p.m. on weekdays and on Saturdays
6. Improve existing services

Validation of Problems and Services Through Mail Survey

Problems

An examination of the data collected by the mail survey shows that a majority of the participants who responded to the mail survey agreed with eight of the problems that were identified by participants in the small group sessions. These eight problems may be seen in Table 1. They are items 1, 2, 5, 6, 7, 8, 17, 20.

There were also problems with which a substantial number of mail survey participants agreed. However, the number of these participants were slightly less than a majority. These problems may also be seen in Table 1. They are items 4, 9, 14, 15.

Services

An examination of the data collected by the mail survey shows that a majority of the participants who responded to the survey agreed or tended to agree with all of small group participants recommended services that were included on the survey instrument except for one. The service that did not receive a majority of responses in the "agree/tend to agree" range was requiring members to attend periodic MARV update meetings. The recommended services that were agreed upon by the mail survey participants may be seen in Table 2, along with supporting data.

Conclusions

The results of the study led to the following conclusions:

1. Representatives in the banking and automotive as well as financial institutions (other than banking) segments identified problems and services that primarily relate to credit and checking procedures. However, the banking and automotive segment

Table 1

Problems Impeding The Operations of a Business: Mail Survey Results

PROBLEMS	1 Yes, A Typical Problem	2 Somewhat Of A Problem	3 Not A Problem	No Response	Mean
1. Locating and obtaining qualified personnel	44	39	17	0	1.73
2. Lack of employee motivation	16	55	28	1	2.11
3. Poor customer relations	5	23	71	1	2.65
4. Poor employee attitudes (Toward customers, other employees, work in general)	6	35	58	1	2.52
5. Lack of communication (at all levels)	13	55	31	1	2.18
6. Rapidly changing governmental laws (deregulations and regulations)	28	32	40	0	2.11
7. Lack of consumer awareness of types of services available in a given business	19	44	36	1	2.17
8. Insufficient information or false accounts, forgery, bad checks, etc.	15	39	45	1	2.31
9. Insufficient information on new residents in the area (i.e. checking account and credit history)	11	37	52	0	2.39
10. Discourteous or indifferent telephone manners on the part of employees	6	21	73	0	2.67
11. Inability to obtain credit reports on Saturdays and after 5:00 p.m. on weekdays	7	24	68	1	2.61
12. Incomplete credit reports from MARV Credit Bureau	4	24	70	2	2.67
13. Conflicting government regulations from multiple local governments	6	19	75	0	2.78
14. Customer delivery demands	10	34	56	0	2.46
15. Controlling internal shrinkage	12	33	55	0	2.43
16. Shoplifting	11	26	63	0	2.46
17. Bad checks	13	51	36	0	2.23
18. High employee turnover	11	27	62	0	2.50
19. Employee absenteeism	6	24	68	2	2.64
20. Collection of accounts receivable	15	51	33	1	2.17
21. Availability of suppliers (vendors)	5	19	76	0	2.70

Note. The values represent percentages of responses except for the values in the mean column.

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Table 2

Recommended Services: Mail Survey Results

RECOMMENDED SERVICES	(1) Agree	(2 Tend to Agree	3 Tend to Disagree	(4 Disagree	No Response	Mean
1. Provide educational/training programs for businesses on employee and management levels	35	42	11	7	5	1.88
2. Provide educational/training programs relating to the following topics:						
A. Customer Relations	41	41	10	6	2	1.81
B. Product Service/Technology	25	41	17	14	3	2.22
C. Shoplifting Prevention	39	37	10	13	1	1.97
D. Employee Motivation	47	37	7	7	2	1.74
E. Management Skills	41	36	10	11	2	1.90
F. Supervision Skills	42	38	7	11	2	1.85
G. Proper Business Telephone Techniques	43	37	11	7	2	1.81
H. Communications	42	43	6	7	2	1.76
3. Provide seminars relating to the responsibilities of creditors in keeping the credit bureau operating effectively	35	46	7	4	8	1.78
4. Establish an employment clearinghouse for qualified job applicants	42	32	14	10	2	1.90
5. Provide consumer educational programs (i.e. consumer credit responsibilities, anti-shoplifting campaign, general PR for Roanoke Valley business area)	38	45	11	5	1	1.81
6. Improve orientation of MARV services available to new and established businesses/members	39	45	9	4	3	1.78
7. Establish longer MARV hours to provide credit reports (on Saturdays and after 5:00 p.m. on weekdays)	24	31	24	18	3	2.38
8. Update credit files on a bi-annual basis if there is a request for a file within that period	44	45	5	2	4	1.63
9. Cross reference credit files by social security number	52	36	4	4	4	1.57
10. Actively assist the Chamber of Commerce in developing the growth of the Roanoke Valley	56	33	7	2	2	1.56
11. Require members to attend periodic MARV update meetings	12	35	32	17	4	2.55
12. Serve as a central location for businesses to report store closings due to inclement weather	39	23	24	10	4	2.05
13. Continue support to regulate itinerant merchants	49	41	3	3	4	1.57
14. Promote Roanoke Valley as a regional shopping area outside of the Roanoke Valley	63	26	5	3	3	1.46
15. Offer credit terminal on a seasonal basis	18	42	20	11	9	2.25
16. Provide quarterly market survey results of the Roanoke Valley	34	42	15	5	4	1.92
17. Provide a reference book of tradesmen/maintenance personnel that are available in the Roanoke Valley area	47	34	12	3	4	1.72
18. Provide MARV Services handbook to members explaining all services available	68	25	2	2	3	1.30

Note. The values represent percentages of responses except for the values

representatives did identify problems and services related to training and development. It was felt that this was due to the nature of the businesses.

2. Most of the problems and services that were identified by representatives in the consumer oriented merchants, grocery, medical, wholesale, service oriented merchants, and small business segments were people oriented. They related to employees, customers or other individuals who could affect their businesses.
3. Many of the problems identified by the participants could be solved through quality training and development programs.
4. Obtaining and maintaining qualified employees could help businesses curb and/or solve the problems that impede the day-to-day operations of the businesses.
5. In most instances, businesses are receptive to assistance from outside sources (outside their organizations) to help them overcome some of their problems, depending on the type of assistance.
6. A strategy of segmenting services by industry segments would be successful in meeting individual industry segment needs.
7. The overall image of MARV among its members was a positive one. However, many of its members were unaware of many of the services provided by the association.
8. Based on the types of services that marketing education programs can provide, many of these services could help businesses curb and/or solve some of the problems that were identified in this study.

9. Based on the types of services available from marketing education programs, merchants associations could utilize marketing education as a resource for providing services that could curb and/or solve some of the problems that were identified in this study.

Implications for Marketing Education

Needless to say, there are many implications for marketing education (ME) that relate to the results of this study. Most local merchants associations do not have the resources needed to provide for their members the number of services that were identified in this study. Therefore, collaborative efforts could be made between merchants associations and marketing education programs to provide these services. Efforts from various components of marketing education could be made according to the implications of the study. These components include adult marketing education, DECA, and the overall marketing education program.

Adult Marketing Education

Perhaps the largest contribution from marketing education for providing services identified in this study could come from the adult education component. There was overwhelming agreement among the participants relating to the need for assistance in certain areas of training and development. Furthermore, according to Lynch (1983, p. 17) businesses are now looking at public school systems for providing more adult training and development. Lynch states:

> The greatest increase in the need for education and training in marketing occupations will come from the "older" population segments in our country. Businesses, especially retail and other service-oriented firms, prefer to employ "older" workers

and would like the schools to develop and offer more adult education to develop and upgrade the marketing knowledge and skills of these employees (Lynch, 1983, p. 17).

As can be seen from Lynch's study and this study local marketing education programs and local merchants associations can help each other in meeting the need of local business communities. If one were to examine the training and development needs identified in this study (i.e., customer relations, product/service technology, shoplifting prevention, employee motivation, management skills, supervision skills, etc.) it would not be hard to determine that marketing education has the resources to deliver training in these areas.

DECA

There are also many DECA projects that could be developed based on the results of the study. Assistance in developing and conducting a public relations program for a local association is an example of one project. The association would benefit from the public relations provided by a program such as this and marketing education students would enhance the public relations skills learned in class.

Another project that DECA could provide would be to assist in developing an employment clearinghouse for an association and a business community. With this project, students would learn organizational skills, pre-employment skills, and employee recruiting skills. The association would benefit from the public relations established because of the clearinghouse.

These projects merely serve as examples of types of projects in which DECA could become involved. With an examination of the data of this study

and a little creative thinking many other projects could be determined.

Overall Marketing Education Program

The overall marketing education program could contribute to meeting the employment needs that were identified in the study. For marketing education programs that utilize the cooperative method of instruction, cooperative student placements could be made to help meet the employment needs of association members. Furthermore, full time employment placements could also be made with students who are graduating. This arrangement would assist marketing education programs with placing their students on jobs, assist businesses in obtaining qualified personnel, and benefit merchants associations by helping them provide another service to their members.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. More training and development services at the employee and management levels should be provided for the members of MARV. Areas in which this training and development are needed include customer relations, product/service technology, shoplifting prevention, employee motivation, management skills, supervision skills, proper telephone techniques, communications, and credit collections.
2. An employment clearinghouse should be established and maintained for MARV members and prospective employees.
3. A public relations program for MARV should be planned and conducted.

4. MARV should make more personal contacts with its members throughout the year and improve its orientation of the association with new members.
5. A MARV membership handbook should be developed and disseminated to all its members.
6. MARV should hire additional staff to serve as field representatives to supplement its sales representatives' efforts with members.
7. A consumer education program/campaign relating to credit should be developed and implemented.
8. A directory of tradesmen/maintenance personnel that are available in the local area should be developed and provided for MARV members on a cost recovery basis.
9. MARV should cross reference credit files in its credit bureau by social security number.
10. The problems identified by the participants in this study should be examined to determine additional services that could be offered that may not have occured to the participants.
11. The services recommended by the participants in this study should be examined to determine services that could be offered to particular industry segments.
12. Strong alliances should be built between MARV and local marketing education programs in order to provide services cooperatively for businesses in the local area.

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Abstract

This study investigated differences in achievement and attitude of college students taught Principles of Marketing with either traditional modes of instruction or computer-assisted instruction. Two sections of 38 students each were used in the study. The groups were pre- and post-tested with an achievement test and an attitude scale. No significant difference in achievement as a result of the two treatments was discovered. However, the group receiving computer-assisted instruction showed a very significant positive attitude change, while the group taught by traditional methods exhibited a non-significant change in attitude.

A Comparison of Computer-Assisted Instruction and Traditional Modes of Instruction in Principles of Marketing Classes

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Running Head: Computer-Assisted Instruction and Traditional Modes Instruction

A Comparison of Computer-Assisted Instruction and Traditional Modes of Instruction in Principles of Marketing Classes

The use of computers in the American classroom is rapidly escalating. It is becoming more and more commonplace to find personal computers in our school rooms, laboratories, and homes. Such headlines as "Computer Boom Hits Schools" and "Electronic Classroom Seen Within Decade" trumpet a "computer revolution" in education. Even the Council for Basic Education featured "Education in the Computer Era" in the October 1981 issue of Basic Education. In times as lean as the present, the amount of attention, energy, and resources being devoted to computers in education is remarkable (Walker, 1983).

Educators presently find themselves in the "warm feeling" stage in regard to the use of computers as a teaching tool. In their hearts they "feel" that computers enhance learning, but hard date proving this assumption has been hard to come by. They are considering implementing a computer-assisted instruction system, but are not quite sure whether it is a totally good idea, and are perhaps even less sure about what implementation might involve (Holmes, 1982).

Probably the most important question to be asked by one considering the use of computers in instruction is why implement such a program? Most educators believe, as does Pratt (1980),that implementation should be preceded by a formal needs assessment, an exercise intended to furnish "hard data" by which to justify any proposed change.

Many educators seem convinced that they need a computer-assisted instruction facility and are merely looking for an excuse to put it into operation. Before taking such action educators should come to grips with the question of what specific contributions computer-assisted instruction can make to the process of learning.

The computer has great potential for enhancing individualized instruction, but some attempts to utilize the computer in individualized instruction have not been justified in terms of student performance (Robyler, 1981). Atkinson (1967), however, found that one hour per day with a computer can provide a student with more interaction than a day in a regular classroom. Hicks and Hunka (1972) observed that only the teacher and computer-assisted instruction have the ability to provide two-way interaction. This offers us an excellent means of increasing the quantity of interaction with students. It has also been suggested that computer-assisted instruction can increase student-teacher interaction because the teacher is released to devote more time to individual students (Gerhold, 1980).

Many predictions have been made about the use of computers in the next decade such as the speculation by Thomas Dwyer (1980) of Project SOLO that "by the year 1984 there will be millions of general-purpose micro-computers in schools, colleges, and universities with an even greater number available for educational use in the home" (p. 74).

Whether or not computer-assisted instruction is effective in terms of student performance remains a debatable question. Burns and Bozeman (1981) found that in some subjects a curriculum supplemented by

computer-assisted instruction leads toimproved student achievement. Most research has indicated that computer-assisted instruction is at least as effective as traditional instruction.

The purpose of this study was to determine if computer-assisted instruction would yield statistically significant differences in learning outcomes from traditional modes of instruction in Principles of Marketing classes. Both cognitive and affective learning was investigated.

More specifically, this study proposed to determine if students taught Principles of Marketing with computer-assisted instruction would show significant differences in attitude toward the subject (attitude) and achievement when compared to students taught Principles of Marketing with traditional modes of instruction. Traditional modes used were lecture and recitation. The computer-assisted instruction was a computer game and is described later.

Hypotheses were as follows:

1. There will be no significant gain in achievement of students taught Principles of Marketing with traditional modes of instruction.

2. There will be no significant gain in achievement of students taught Principles of Marketing with computer-assisted instruction.

3. There will be no significant difference in the mean achievement of students taught Principles of Marketing with traditional modes of instruction and students taught Principles of Marketing with computer-assisted instruction.

4. There will be no significant change in attitude of students taught Principles of Marketing with traditional modes of instruction.

5. There will be no significant change in attitude of students taught Principles of Marketing with computer-assisted instruction.

6. There will be no significant difference in change in attitude of students taught Principles of Marketing with traditional modes of instruction and students taught Principles of Marketing with computer-assisted instruction.

These hypotheses were tested at the .05 level of significance.

Method

The population for this study was taken from the School of Business at the University of North Alabama. Two sections of Principles of Marketing classes, one meeting at 9:00 a.m., Monday, Wednesday and Friday (38 students), and the other meeting at 11:00 a.m., Monday, Wednesday, and Friday (38 students) were selected for the study. The 9:00 a.m. section received the traditional modes of instruction and the 11:00 a.m. section received computer-assisted instruction. It was assumed the students randomly assigned themselves to sections during the registration process. There were no pre-requisites and no unique criteria used for the placement of students in these sections. They had no prior knowledge of the study and were not aware or the study while it was being done.

A professor with many years of experience taught both sections. He was experienced in both traditional modes of instruction and in computer-assisted technique used.

Finding no appropriate standardized achievement test for the purposes of this study, both a pretest and a posttest were developed. A bank of 133 criterion referenced multiple-choice items were developed and submitted to a jury of three marketing professors at the University of North Alabama, who judged the items to be valid for the purpose of measuring achievement in Principles of Marketing. The jury was then asked to reduce the 133 items to the best 100 items. These 100 items were then divided into two equivalent forms of 50 items each, one for pretesting and one for posttesting. A reliability coefficient of .82 for internal consistency using the Spearman-Brown Prophesy formula was obtained by administering the two forms of the test to an advanced marketing class.

A Scale to Measure Attitude Toward Any School Subject (Remmers, 1960), was used to pretest and posttest attitude toward Principles of Marketing. Form "A" was used for the pretest and form "B" for the posttest. This scale has demonstrated high validity both against Thurstone's scale and in differentiating among attitudes known to differ among various groups. Reliability coefficients have been obtained varying from .71 to .92 (Remmers, 1960).

The marketing simulation used was developed especially for use in Principles of Marketing classes by Gerald Crawford at the University of North Alabama and Charles Futrell at Texas A & M University. The simulation is titled "THE TUNA GAME" and it is similar to many business games available for use in various courses. The chief complaint about computer simulations in general is that they are too complex for use in

entry level marketing classes. "THE TUNA GAME" was developed using simple concepts and easy to follow instructions. After using the simulation in 12 separate classes, the game developers are pleased with the outcome and are negotiating with a major book publisher to include the game in a Principles of Marketing textbook package.

"THE TUNA GAME" requires that 4 to 10 teams be organized within a class. These teams make a series of business decisions then submit these decisions to the professor in the form of a punched computer card. These decisions simulate companies competing for sales, share of market and highest return on investment. The setting for competition is in the small fiberglass boat industry. Each team manufacturers boats and markets them by making nine expenditure decisions each quarterly period: (1) selling price of boat, (2) production quantity, (3) advertising expenditures, (4) research and development, (5) personal selling, (6) marketing research, (7) amount of money borrowed, (8) investment in plant, and (9) payment of outstanding debts.

A decision set is submitted each week and the results are given back to each team at the next class meeting. Each team receives multiple copies of computer printouts that include full financial and operating statements. The computer maintains a history file on each team and tracks their progress over 12 periods (quarters) of play. At the end of the semester, teams are graded on the basis of return on investment. Teams with higher ROI's receive higher grades and teams with lower ROI's receive lower grades.

Both sections were pretested on both knowledge and attitude. The t-test for uncorrelated means revealed no significant difference at the

.05 level of significance, in knowledge between the two sections. The Mann-Whitney U-Test found a significant difference at the .05 level of significance, in attitude between the groups, with the group which was to receive computer-assisted instruction showing the more positive attitude.

One class was then taught with traditional modes of instruction (lecture, recitation) while the other was taught using computer-assisted instruction. At the end of the term the classes were posttested using equivalent forms of the achievement test and attitude scale.

The t-test for correlated means was used to test for significant gains in achievement by each group and the t-test for uncorrelated means was utilized to test for significance of difference in achievement between the two groups. The Mann-Whitney U-Test was utilized to test for significance of attitude change in each group and to check for significance of difference in attitude between the groups.

Results

Results of tests of each of the hypotheses were as follows:

1. The hypothesis that there would be no significant gain in achievement of students taught Principles of Marketing with traditional modes of instruction was rejected. The level of significance was .0001.

2. The hypothesis that there would be no significant gain in achievement of students taught Principles of Marketing with computer-assisted instruction was rejected. The level of significance was .0001.

3. The hypothesis that there would be no significant difference in

the mean achievement of students taught Principles of Marketing with traditional modes of instruction and students taught Principles of Marketing with computer-assisted instruction was retained. The difference in achievement was not significant at the .05 level of significance.

4. The hypothesis that there would be no significant change in attitude in students taught Principles of Marketing with traditional modes of instruction was retained. There was not a significant change at the .05 level of significance.

5. The hypothesis that there would be no significant change in attitude of students taught Principles of Marketing with computer-assisted instruction was rejected. There was a significant positive change at the .0005 level of significance.

6. The hypothesis that there would be no significant difference in change in attitude of students taught Principles of Marketing with traditional modes of instruction and students taught Principles of Marketing with computer-assisted instruction was rejected. The students taught with traditional modes of instruction failed to show a significant positive gain in attitude at the .05 level of significance while the students taught with computer-assisted instruction showed a significant positive gain in attitude at the .0005 level of significance.

Conclusions and Recommendations

No significant difference in achievement existed between the two groups either before or after treatment. However, very significant gains in achievement were made by each group.

A significant difference in attitude existed between the groups before treatment began. The group which was to receive computer-assisted instruction had a significantly more positive attitude toward Principles of Marketing. After the course was over, this group showed a very significant positive change in attitude. The group receiving traditional modes of instruction showed a non-significant positive change in attitude. At the end of treatment there was still a significant difference in attitude between the groups.

The results of this study indicated that computer-assisted instruction did not make a significant difference in achievement, but that it did have a significant impact on attitude toward the subject.

It is recognized that using intact groups is not as powerful a research design as random assignment to groups. Still, even though a difference in attitude toward the subject before treatment was discovered, the very high level of significance at which the computer-assisted group experienced positive attitude gain, as compared to a non-significant gain by the traditional group, should not be disregarded.

It is suggested that further research be done investigating relationships between computer-assisted instruction and achievement and attitude. It is suggested that random assignment to groups be utilized to insure likeness of groups, rather than using intact classes. Additionally, research might be done to determine if students with more positive attitudes toward a subject at the beginning of treatment would show more positive gain in attitude than students with poorer attitudes in the beginning. Research might also be done to determine if time of day at which a student takes a subject has an impact on attitude toward the subject.

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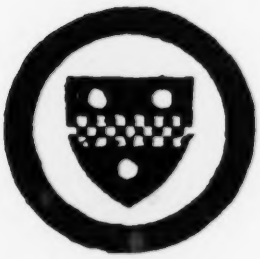
MAINSTREAMING HANDICAPPED STUDENT INTO COOPERATIVE EDUCATION: A HANDBOOK FOR VOCATIONAL EDUCATION

ABSTRACT

In recent years handicapped people have been given an opportunity to acquire a vocational education because of federal legislative mandates. In response to a need that has been created by mainstreaming, the vocational education community has opened up a range of occupational career opportunities to the handicapped that were heretofore unavailable to many of them. Marketing and Distributive Education teachers are rising to meet the challenge of teaching a variety of handicapped students by learning new strategies and techniques designed to meet the students' individual needs.

The Marketing and Distributive Education teacher/coordinator is charged with the responsibility of matching a student's specific job skills with the needs of an employer. In order to facilitate successful job placement for the handicapped student, the Cooperative Education coordinator requires assistance in developing the expertise to help him or her emphasize strengths and remediate weaknesses. Therefore, the purpose of the available handbook is to serve as a resource for Cooperative Education coordinators.

MAINSTREAMING HANDICAPPED STUDENTS INTO COOPERATIVE EDUCATION: A HANDBOOK FOR VOCATIONAL EDUCATION



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MAINSTREAMING HANDICAPPED STUDENT INTO COOPERATIVE EDUCATION: A HANDBOOK FOR VOCATIONAL EDUCATION

OBJECTIVE AND PURPOSE

In recent years handicapped people have been given an opportunity to acquire a vocational education because of federal legislative mandates emanating from Public Law 94-142 (The Education of All Handicapped Children Act of 1975) and Public Law 94-482 (Education Amendments of 1976, Title II, Vocational Education). P.L. 94-142 states that "Each public agency shall take steps to ensure that its handicapped children have available to them the variety of educational programs and services available to nonhandicapped children--including vocational education."

In regard to the broader civil rights of the handicapped Public Law 92-112, the Rehabilitation Act Amendments of 1973, requires that "No otherwise qualified handicapped individual . . . shall, solely by reason of his handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." (Section 540).

The impetus behind the passage of such legislation is the basic American philosophy that stems from a premise that all people have the right to reach their maximum potential in all developmental areas irrespective of their "superiority", "normalcy", or "handicap." Because that philosophy has prevailed throughout the years in the education community one of their major goals has always been to protect the rights of all the nation's children.

Recently, in response to a need that has been created by mainstreaming, the vocational education community has opened up a range of occupational career opportunities to the handicapped that were heretofore unavailable to many of them. The result has been a "new image" for vocational education that includes a growing number of handicapped students who are integrated into regular Marketing and Distributive Education programs.

Marketing and Distributive Education teachers are rising to meet the challenge of teaching a variety of handicapped students by learning new strategies and techniques designed to meet their individual needs.

One of the most difficult challenges facing vocational educators involves preparing and placing handicapped students in working environments through co-operative arrangements between the school and employers. The opportunity for the vocational student to gain work experience is generally made available during the senior year through the Cooperative Education Program. The Marketing and Distributive Education coordinator is charged with the responsibility of matching a student's specific job with the needs of an employer. In order to facilitate successful job placement for the handicapped student the Cooperative Education coordinator requires assistance in developing the expertise to help him or her emphasize strengths and remediate weaknesses. Therefore the purpose of this handbook is to serve as a resource for cooperative education teacher/coordinators who must instill in students an awareness and grasp of the job-seeking and job-maintenance skills that are so vital in today's competitive job market.

METHODS

Methods and techniques to help remediate student characteristics which interfere with successful job training were surveyed. They were formulated in response to feedback from cooperative education coordinators who were surveyed using the Cooperative Coordinators Questionnaire.

The various sections contained within this handbook have been assembled in direct response to questions and concerns about co-oping handicapped students as put forth in October, 1981 by the Western Pennsylvania Cooperative Education Association, and again by Cooperative Educators across the state of Pennsylvania in a survey conducted during April, 1982.

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Data was collected concerning methods and techniques needed to help remediate students characteristics. The students characteristics needing remediated were determined as (A) verbal characteristics, (B) personal/physical characteristics (C) self-concept/personality (D) work characteristics and (E) handicap characteristics. Suggested strategies for improving or dealing with these characteristics which may deter successful job training placement of handicapped students were then determined.

The following is a sample abbreviated list of strategies in the five (5) catagories of student characteristics from the handbook for teachers developed from the research titled: Mainstreaming Handicapped Students into Cooperative Education: A Handbook for Vocational Education.

SECTION A

SUGGESTED STRATEGIES FOR IMPROVING VERBAL CHARACTERISTICS THAT MAY DETER SUCCESSFUL JOB-TRAINING PLACEMENT OF HANDICAPPED STUDENTS

1. Encourage students to use expressive language and list vocabulary terms.

2. Choose teaching techniques and materials that require student responses using as many senses as possible.

3. Employ role-play situations in which a student is required to properly address a supervisor or co-worker.

SECTION B

SUGGESTED STRATEGIES FOR IMPROVING PERSONAL/PHYSICAL CHARACTERISTICS THAT MAY DETER SUCCESSFUL JOB-TRAINING PLACEMENT OF HANDICAPPED STUDENTS

1. Show films, slides, filmstrips, which deal with proper appearance when one is seeking a job.

2. Work closely with the student's physical education teacher in order to provide a physical fitness program to combat weakness, clumsiness, poor posture or shuffling gait.

3. Engage the aid of the school nurse when instituting a program of weight control, good grooming and cleanliness.

SECTION C

SUGGESTED STRATEGIES FOR IMPROVING SELF-CONDEPT/PERSONALITY CHARACTERISTICS THAT MAY DETER SUCCESSFUL JOB-TRAINING PLACEMENT OF HANDICAPPED STUDENTS

1. In order to improve self-concept plan assignments that encourage students to become involved.

2. Give positive nonverbal feedback such as a smile or pat on the back.

3. Foster a belief that with effort the student can improve in academic ability, physical appearance, etc.

SECTION D

SUGGESTED STRATEGIES FOR IMPROVING WORK CHARACTERISTICS THAT MAY DETER SUCCESSFUL JOB-TRAINING PLACEMENT FOR HANDICAPPED STUDENTS

1. Stress the importance of adhering to good safety practices.

2. Encourage student to become enrolled in driver's education in order to increase employment opportunities.

3. Role-play student-employer interactions so that student can practice gauging employer's expectations.

SECTION E

SUGGESTED STRATEGIES FOR DEALING WITH HANDICAP CHARACTERISTICS WHICH MAY DETER SUCCESSFUL JOB-TRAINING PLACEMENT OF HANDICAPPED STUDENTS

1. Teacher, student and employer must accept the handicap.

2. Allow time for visually impaired students to orient themselves to the classroom, laboratory or job site.

3. Teachers should acquaint themselves with aids which allow for successful employment of the visually handicapped.

A STUDY AND COMPARISON OF ATTITUDES AMONG MARKETING AND DISTRIBUTIVE EDUCATION TEACHERS AND SENIOR STUDENTS TOWARDS THE AMERICAN BUSINESS AND ECONOMIC SYSTEM

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Introduction

During the early 1970's concerns arose regarding the understandings marketing and distributive education (MDE) teachers and senior students held about the American economic system. Many of those concerns were derived from two national studies conducted by Sears Merchandising Research for the National Management Advisory Council (NMAC). In response to the findings of those studies, curricula were developed and numerous activities performed in an effort to improve the perceptions of the MDE family with regard to the nature of business and economic activities in the United States.

The initial study conducted by Sears for the NMAC revealed that senior "D.E. students were no more positive toward business than non-D.E. students, and in general, were less positive than had been expected" (National Management Advisory Council, 1975). Having had their attitudes toward business compared with those of senior students not enrolled in MDE, it had been learned that enrollment in MDE did not seem to have influenced students' perceptions as had been expected by those performing the study.

In an effort to determine the source of students' beliefs, another study was conducted. Through an assessment of the attitudes of MDE teachers, it was hoped that it would be possible to determine if teachers and students shared common views regarding the American economic system. It was found that "D.E. teachers express(ed) a higher level of positive attitudes towards business than (did) the D.E. seniors" (National Management Advisory Council, 1975). In explaining this finding, it was suggested that "the teachers (were) either not giving their students a complete view of business, or else (were) doing so but students (didn't) believe them" (National Management Advisory Council, 1975).

Numerous curricula were developed to help improve the attitudes of students enrolled in marketing and distributive education. The Sears study had shown a need for providing MDE teachers with additional information regarding the American economic system. These efforts were designed to give both MDE teachers and students a more complete understanding of the business system in the United States.

In 1978 Dr. Thomas R. Allen, Jr., associate professor of MDE at Appalachian State University, Boone, North Carolina, replicated parts of the study conducted by Sears for the National Management Advisory Council. He concluded that "Distributive Education teachers may not be giving their students a complete and reliable introduction to the business and economic system" (Allen & Tugman). His survey of MDE teachers and senior students in North Carolina had similar findings to those held by MDE teachers and senior students four years earlier.

Recognizing that the attitudes held by individuals often reflect what they have learned from important influences in their lives, it was considered useful to replicate aspects of the Sears study for the National Management Advisory Council, but to add a variable which would determine how reference groups affected students views of business. Reference groups help form individuals values systems (Broom & Selznick). Values help individuals form beliefs, which are then expressed through opinions. An inventory, such as that used for this study, is intended to elicit opinions.

Limitations

The present study was limited to a sample of MDE teachers and their senior students within North Carolina. The population was drawn from public secondary schools. Conclusions from this study are limited to the sample and the variables selected for discussion in this study.

Hypothesis

The intent of this study was to determine if the attitudes of secondary school MDE teachers and their senior students regarding the American economic system differed from the views of MDE teachers and students in 1975 and 1978 on selected variables.

Subjects. Through a list of current MDE teachers and courses they taught supplied by the North Carolina Department of Public Instruction, it was possible to identify a population for this study. Teachers were identified based on courses they taught which were most likely to enroll senior students. Inventories were mailed to both teachers and students in those programs, along with a cover letter explaining the nature of the study. Completed inventories were obtained from 20 MDE teachers and their senior students, which numbered 100. Data from these teachers and senior students became the source of information for the 1983 study.

Measure. The inventory used by Sears for the National Management Advisory Council studies, and which was also adapted for the 1978 study conducted by Dr. Allen, was used for this study. One additional item was added to the current study, asking MDE senior students to rate the importance of five influences on shaping their views of business. The five sources of influence listed were "Immediate Members in the Family," "Experiences from Working," " Distributive Education Program," " Peers and Close Friends," "Mass Media (Television, Radio, Newspapers, Magazines, etc.)."

Data analysis. Data from the completed inventories was tabulated and percentages were used to report them.

Findings

While many of the views of both MDE senior students and their teachers were more positive toward business as reported on 1983 inventories, some views were the same or less positive than reported on the 1975 Sears study for the National Management Advisory Council, or on the adapted study conducted in 1978 by Allen. The following discussion will elaborate these findings.

As in 1975, the perceptions of MDE senior students regarding profits made by business are to high, with a mean average of 27¢ reported in 1975 and a mean average of 18¢ in 1983. However, the average was lower for the 1983 study. Teacher perceptions also were lower than in 1975, moving from 10¢ to 4¢. Table 1 depicts these findings.

Both teachers and students felt that business profits were more often reasonable than either "too high" or "not high enough." As compared to the previous studies, both groups were less likely to feel

profits made by business were "too high." This data is shown on Table 2. Students (61%), as compared to teachers (35%) held more positive views regarding the idea that profits made by business "make things better for most of the nation." Teachers were less positive in the 1983 study than in the two previous studies. Table 3 displays this information.

Both teachers (90%) and students (85%) felt that "the majority of companies are honestly trying to be good citizens and live up to their social responsibilities." Students were slightly more positive regarding this area, and teachers much the same, than was reported in the previous studies. Yet, teachers (75% in the 1983 study) felt that "businessmen do everything they can to make a profit, even if it means ignoring the public need." This view differed from views reported in 1975 and 1978. Students' views were relatively similar through the three studies. Table 4 shows data for these items.

Slightly fewer students (64%) felt that "much of today's advertising is dishonest or misleading" as compared to the NMAC study which showed 75% of senior MDE students holding this view. Views of teachers were relatively the same for both studies (55% agreement in 1983, and 58% in 1975).

While the above data is shown on Table 5, also shown is the finding that similar numbers of students in 1975 (47%) and 1983 (55%) felt that that "most businesses are run on a moral and ethical basis." Teachers, however, were more positive than their students in 1975 (67%) and in 1983 (65%), but only by a small degree.

As shown on the same Table, though, a majority of teachers in 1983 (65%) as well as in 1975 (55%) felt that "businesses don't pay their fair share of taxes." Slightly fewer students (53% in 1975, and 46% in 1983) held a similar view.

When asked to rate the "amount of confidence in people running various institutions" a variety of results emerged, as is shown on Table 6. Students comprising the 1983 sample were more positive about small business (43%) than was the case in 1975 (29%) or 1978 (21%). But, teachers were slightly less confident in 1983 (40%) than in 1978 (52%). For both groups, attitudes towards "large retail stores," "organized labor," "television," and "congress" were similar in all three studies. Both groups indicated they were more satisfied with the "executive branch

of government" than was found in the previous studies. Results for other social insitutions tended to be mixed, as is shown on the Table.

When asked who the "largest single contributor, and greatest single threat to America's progress" might be, more students in 1983 (36%) felt business was the largest contributor while the most often mentioned contributor in 1978 was business (54%). Education had also been most often mentioned by senior students in 1975 (31%). In both 1978 (42%) and in 1983 (50%), teachers felt that education was the largest single contributor, whereas 47% felt business was the largest contributor in 1975.

The "greatest single threat" most often mentioned by students in 1983 was government (38%), as it had been in 1975 (43%). Students in the 1978 sample felt that labor organizations (53%) were the greatest threat to American progress. In comparison, teachers in all three studies felt that labor organizations posed the largest threat to progress in the United States (41 % in 1975, 63% in 1978, and 47% in 1983). Findings for these variables are depicted on Table 7.

As noted earlier, a new question was added to the 1983 inventory in an effort to determine how students felt their views of business were developed. Data for this item is shown on Table 8. The item with the highest mean average score was "immediate family members" ($\bar{x}$ = 3.7), followed by "experiences from work" ($\bar{x}$ = 3.5), the "Distributive Education program" ($\bar{x}$ = 3.1), "peers and close friends" ($\bar{x}$ = 2.5), and "mass media (TV, radio, newspapers, magazines, etc.)" ($\bar{x}$ = 2.1). Teachers were not asked this question.

Selected characterisitics of teachers indicated that, as a group, they tended to be older than in the previous studies, more often female than was reported in 1975 or 1978, and more experienced as MDE teachers. Their educational preparation was similar to the sample in 1975, but not as advanced as the population reported in 1978. None of the teachers in the 1983 sample indicated earning a bachelors degree in MDE. Too, none reported having a masters degree in MDE. However, they reported that they had taken more economics courses at the undergraduate level, and had more personal work experience. They more often noted that they teach greater numbers of class hours of economics than was the case in 1975. This data is depicted in the Appendices.

Analysis of selected characteristics of students comprising the population for these studies reveals that members of the 1983 study were more likely to want to attend school following graduation from their high schools than in 1978, but had similar goals as compared to the sample of students in 1975. More students hoped to work for a large business in 1983 than was noted for 1975. Fewer indicated wanting to start their own businesses in 1983 than in 1975. Too, more students indicated an interest in working for small business in 1975 than in 1983.

Similar numbers of students indicated having work experience in all three studies, nearly 90%. They also felt that experiences in their MDE programs had positive impacts on their views of business (87% in 1983, and 90% in 1978 as related to classroom experiences, and 78% in 1983 as compared to 85% in 1978 resulting from work experiences) as compared to findings reported in the 1975 study (58% positive response regarding classroom experiences and 56% positive views related to work experience). These, as well as other types of information about students are depicted in the Appendices.

Discussion

Has the MDE family profited from its experiences? Are we "more" economically literate than was the case in 1975? These, among other questions, need to be answered. While results from this study, as well as comparisons offered with the 1975 Sears study for the National Management Advisory Council and the study conducted by Dr. Thomas R. Allen, might suggest we have gained in some ways, other aspects of our understandings about business may need improving.

While MDE senior students have improved attitudes regarding profits made by business, Table 1 shows their beliefs to be far to high to be reasonable. Perceptions mentioned by teachers, however, are realistic. Because of their reports showing more work experience, greater numbers of MDE teaching experience, and greater liklihood of having completed more courses in economics, it would seem logical that teachers' views of profits should be realistic. Why are students' views so different from their teachers?

Table 8 shows that students tended to view the "Distributive Education" program as having less influence on developing their opinions about business than was true for their "immediate family members" or "experiences from work." This finding may reflect the notion that the MDE program serves as a secondary reference group for students, while the effects of the students' primary referents in the immediate family, or those derived from personal work experiences, override those from the program. Though they indicated they had more favorable attitudes towards business as a result of both their work and classroom experiences, a more fundamental question relates to the values placed on those experiences as compared to those in the students' primary reference groups.

Many of the views towards business addressed by the questionnaire ask for generalized statements to be responded to, and often include items beyond what may be considered the ordinary experiences of high school age students. However, answers to those questions are suppose to reflect what has been learned in MDE classrooms. Thus, the experiences of MDE teachers, as well as their educational backgrounds, are viewed as having influence on student knowledge, and on their subsequent views toward business. Thus, the importance of knowing the values placed on materials learned in MDE should be known and placed in perspective. Sociologists seek to explain these phenomenon called the reference group, which offers insights related to the development of human value systems.

Differences in student views of how or why the profits of business "make things better for most of the nation," as compared to their teachers (Table 2) may be explained through students' values systems. Findings related to perceived threats to our economic system (Table 7) may also relate to this variable, as might differing student and teacher views of the ethics of business (Table 5).

Aside from the consideration mentioned above, many of the findings reported in this study seem to be consistent over the years covered by the three studies -- 1975, 1978, and 1983. Each reader, however, must determine if we have gained from the efforts made to improve understandings in the MDE community as they relate to the American business system. It's a matter of opinion!

Recommendations

Periodic assessments of the views of MDE teachers and their students enable our profession to determine the extent to which it is improving its abilities to successfully teach various concepts and philosophies, including those related to our private enterprise economic system. Thus, replications should be encouraged. They help determine the status of our programs with regard to important issues.

Recognizing that social factors affect human behavior, and have important influences on the development of human values systems, the actual influences sought and actually achieved by the MDE program should be determined. Sociological and anthropological constructs may provide MDE with useful tools for examining problems affecting it. The case study should be considered a viable research method for MDE.

Tables

TABLE 1

WHAT RESPONDENTS THINK PROFITS ARE ON A SALES DOLLAR...

AND WHAT THEY THINK THEY SOULD BE

	1-3¢			4-7¢			8-12¢			13-22¢			23-32¢			33-52¢			53-99¢			MEAN AVERAGE	
	'75	'78	'83	'75	'78	'83	'75	'78	'83	'75	'78	'83	'75	'78	'83	'75	'78	'83	'75	'78	'83	'75	'83
THINK PROFITS ARE:																							
M&DE SENIORS	11%	16%	18%	13%	24%	25%	14%	16%	11%	15%	29%	14%	14%	8%	16%	20%	7%	11%	13%	8%	4%	27¢	18¢
M&DE TEACHERS	23	42	35	34	44	60	20	7	5	11	3	0	7	0	0	4	3	0	1	0	0	10¢	4¢
THINK PROFITS SHOULD BE:																							
M&DE SENIORS	13%	13%	9%	17%	22%	23%	18%	13%	28%	16%	31%	7%	17%	5%	20%	14%	8%	11%	5%	8%	3%	20¢	18¢
M&DE TEACHERS	18	28	16	31	43	58	27	20	21	15	3	5	6	5	0	1	0	0	0	0	0	10¢	6¢

BASE: 1975, ABOUT 650 SENIORS AND 709 TEACHERS; 1978, 50 STUDENTS AND 50 TEACHERS: AND, 1983, 97 STUDENTS AND 19-20 TEACHERS.)

Note: Mean Average data was not provided in the 1978 study report.

Q.7. ON EACH SALES DOLLAR TAKEN IN BY THE AVERAGE BUSINESS, ABOUT HOW MANY CENTS DO YOU THINK IS PROFIT AFTER PAYING ALL WAGES, EXPENSES AND TAXES?

Q.9. ABOUT HOW MANY CENTS FROM EACH SALES DOLLAR DO YOU THINK THE AVERAGE BUSINESS SHOULD BE ENTITLED TO AS PROFIT AFTER PAYING ALL WAGES, EXPENSES AND TAXES?

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TABLE 2

HOW BUSINESS PROFITS ARE VIEWED

	M&DE Seniors			M&DE Teachers		
	1975	1978	1983	1975	1978	1983
TOO HIGH	46%	27%	30%	24%	19%	0%
REASONABLE	35	41	42	61	67	95
NOT HIGH ENOUGH	5	15	4	8	6	0
DON'T KNOW	14	17	24	7	6	5
BASE)	(725)	(50)	(96)	(681)	(50)	(19)

8. HOW DO YOU FEEL ABOUT BUSINESS PROFITS TODAY, THAT IS, ARE THEY . . .

TABLE 3

AGREEMENT OR DISAGREEMENT WITH KEY STATEMENTS CONCERNING PROFITS

	AGREE						DISAGREE					
	M&DE Seniors			M&DE Teachers			M&DE Seniors			M&DE Teachers		
	1975	1978	1983	1975	1978	1983	1975	1978	1983	1975	1978	1983
THE PROFITS OF LARGE COMPANIES HELP MAKE THINGS BETTER FOR MOST OF THE NATION.	43%	47%	61%	69%	76%	35%	39%	39%	24%	26%	23%	65%
BUSINESS MAKES TOO MUCH PROFIT.	35	24	34	26	25	20	35	68	36	65	70	80
THE FEDERAL GOVERNMENT SHOULD SET A LIMIT ON THE PERCENTAGE OF PROFIT A BUSINESS CAN MAKE.*	39	--	32	24	--	10	48	--	55	72	--	85
(BASE)	(800)	(50)	(96-100)	(710)	(50)	(20)	(800)	(50)	(96-100)	(710)	(50)	(20)

*Data for this variable was not included in the 1978 study report.

Q.1. FIRST, PLEASE PLACE AN "X" IN THE BOX WHICH BEST REPRESENTS HOW MUCH YOU AGREE OR DISAGREE WITH EACH STATEMENT ON THE LEFT.

Q.1 FIRST, PLEASE PLACE AN "X" IN THE BOX WHICH REPRESENTS HOW MUCH YOU AGREE OR DISAGREE WITH EACH STATEMENT LISTED ON THE LEFT.

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TABLE 4

AGREEMENT OR DISAGREEMENT WITH KEY STATEMENTS CONCERNING SOCIAL RESPONSIBILITY

	AGREE						DISAGREE					
	M&DE Seniors			M&DE Teachers			M&DE Seniors			M&DE Teachers		
	1975	1978	1983	1975	1978	1983	1975	1978	1983	1975	1978	1983
IT IS PART OF BUSINESS' RESPONSIBILITY TO AID THE PUBLIC.	76%	81%	78%	93%	97%	85%	8%	8%	8%	5%	3%	15%
THE MAJORITY OF COMPANIES ARE HONESTLY TRYING TO BE GOOD CITIZENS AND LIVE UP TO THEIR SOCIAL RESPONSIBILITIES.	73	73	85	85	92	90	19	15	11	13	5	10
BUSINESSMEN DO EVERYTHING THEY CAN TO MAKE A PROFIT, EVEN IF IT MEANS IGNORING THE PUBLIC NEED.	58	42	63	43	27	75	28	47	25	53	72	25
MOST LARGE COMPANIES ARE TRYING TO PREVENT AND CORRECT ANY POLLUTION THEY MAY BE CAUSING.	48	42	64	65	82	75	44	50	28	31	15	20
(BASE)	(800)	(50)	(97-100)	(710)	(50)	(20)	(800)	(50)	(97-100)	(710)	(50)	(20)

Q.1 FIRST, PLEASE PLACE AN "X" IN THE BOX WHICH REPRESENTS HOW MUCH YOU AGREE OR DISAGREE WITH EACH STATEMENT LISTED ON THE LEFT.

TABLE 5

AGREEMENT OR DISAGREEMENT WITH KEY STATEMENTS CONCERNING THE IMAGE OF BUSINESS*

	AGREE						DISAGREE					
	M&DE Seniors			M&DE Teachers			M&DE Seniors			M&DE Teachers		
	1975	1978	1983	1975	1978	1983	1975	1978	1983	1975	1978	1983
MUCH OF TODAY'S ADVERTISING IS DISHONEST OR MISLEADING	75%	--	64%	58%	--	55%	18%	--	25%	39%	--	40%
BUSINESSES DON'T PAY THEIR FAIR SHARE OF TAXES	53	--	46	55	--	65	21	--	24	36	--	25
MOST BUSINESSMEN ARE COMPETENT AND AN ASSET TO SOCIETY	62	--	70	86	--	90	15	--	11	10	--	10
MOST BUSINESSES ARE RUN ON A MORAL AND ETHICAL BASIS	47	--	55	67	--	65	23	--	31	29	--	25
(BASE)	(800)	--	(98-100)	(710)	--	(20)	(800)	--	(98-100)	(710)	--	(20)

* Data for this variable was not included in the 1978 study.

Q.1. FIRST, PLEASE PLACE AN "X" IN THE BOX WHICH REPRESENTS HOW MUCH YOU AGREE OR DISAGREE WITH EACH STATEMENT LISTED ON THE LEFT.

TABLE 6

AMOUNT OF CONFIDENCE IN PEOPLE RUNNING VARIOUS INSTITUTIONS

	"A GREAT DEAL OF CONFIDENCE"						"LITTLE OR NO CONFIDENCE"					
	M&DE Seniors			M&DE Teachers			M&DE Seniors			M&DE Teachers		
	1975	1978	1983	1975	1978	1983	1975	1978	1983	1975	1978	1983
MEDICINE	56%	45%	52%	41%	37%	45%	13%	13%	8%	11%	8%	5%
BANKS/FINANCIAL INSTITUTIONS	45	55	41	46	45	90	13	8	6	7	0	9
EDUCATION	43	60	47	33	42	40	19	5	12	14	8	10
MENTAL HEALTH/PSYCHIATRY	40	39	31	22	17	10	21	13	25	22	27	30
SMALL BUSINESS	29	21	43	34	52	40	18	13	15	10	10	5
MILITARY	41	58	47	19	22	20	24	18	19	38	22	20
SCIENTIFIC COMMUNITY*	30	--	27	40	--	26	27	--	34	10	--	16
LARGE RETAIL STORES	25	34	22	31	27	35	26	8	20	9	5	5
ORGANIZED RELIGION	31	47	37	22	32	45	31	13	25	35	30	10
ORGANIZED LABOR	23	18	15	7	5	10	27	15	28	57	47	55
SUPERME COURT	30	55	40	19	17	25	32	15	22	36	17	15
BIG BUSINESS	21	26	31	21	27	15	33	13	21	23	17	15
NEWSPAPERS	24	32	25	10	10	25	34	18	27	33	22	20
TELEVISION	23	21	24	8	8	10	37	26	33	42	27	30
CONGRESS	26	34	31	10	10	15	36	23	28	45	35	25
ADVERTISING	16	29	19	9	12	15	45	9	43	42	27	35
EXECUTIVE BRANCH OF GOV'T	23	23	28	12	25	15	45	37	29	40	27	20
AUTOMOTIVE DEALER	9	8	15	4	3	5	58	58	48	64	45	55
(BASE)	(800)	(50)	(84-103)	(710)	(50)	(11-20)	(800)	(50)	(84-103)	(710)	(50)	(11-20)

* Data for this variable not provided in 1978 study report.

Q.4. AS FAR AS PEOPLE RUNNING THE INSTITUTIONS LISTED BELOW: WOULD YOU SAY YOU HAVE A GREAT DEAL OF CONFIDENCE, ONLY SOME CONFIDENCE, LITTLE CONFIDENCE OR NO CONFIDENCE AT ALL IN THE PEOPLE RUNNING EACH OF THE FOLLOWING: (CHECK ONLY ONE ANSWER FOR EACH TYPE OF INSTITUTION.)

TABLE 7

LARGEST SINGLE CONTRIBUTOR, AND GREATEST SINGLE THREAT TO AMERICA'S PROGRESS

	LARGEST CONTRIBUTOR						GREATEST THREAT					
	M&DE Seniors			M&DE Teachers			M&DE Seniors			M&DE Teachers		
	1975	1978	1983	1975	1978	1983	1975	1978	1983	1975	1978	1983
EDUCATION	31%	24%	36%	34%	42%	50%	7%	2%	11%	2%	0%	11%
BUSINESS	29	54	27	47	40	33	18	2	10	6	0	11
GOVERNMENT	23	22	22	11	7	13	43	27	38	37	23	32
LABOR ORGANIZATIONS	16	0	12	2	2	0	28	53	30	41	65	47
OTHER	1	0	2	4	9	0	4	15	10	14	14	0
BASE	(791)	(50)	(98)	(688)	(50)	(16)	(778)	(50)	(97)	(659)	(50)	(19)

NOTE: Multiple Responses

Q.12. THE LARGEST SINGLE CONTRIBUTOR TO AMERICA'S PROGRESS IS: (CHECK ONLY ONE.)

Q.13. THE LARGEST SINGLE THREAT TO AMERICA'S PROGRESS IS: (CHECK ONLY ONE.)

TABLE 8

SENIORS' RANKINGS OF IMPORTANT INFLUENCES ON DEVELOPING THEIR OPINIONS ABOUT BUSINESS

	Rankings of Five Factors Influencing Their Opinions							
	#1	#2	#3	#4	#5	%Total	$\bar{x}$	N
MMEDIATE FAMILY MEMBERS	44%	14%	21%	13%	8%	100%	3.7	85
XPERIENCES FROM WORKING	29	24	26	13	8	100	3.5	85
ISTRIBUTIVE EDUCATION PROGRAM	14	28	26	20	12	100	3.1	85
EERS AND CLOSE FRIENDS	7	20	13	38	22	100	2.5	85
ASS MEDIA (TV, RADIO, NEWSPAPERS, MAGAZINES, ETC.)	6	11	19	[illegible]	49	100	2.1	85

OTE: This question appeared only on the 1983 inventory, and not on the two previous inventories. It was included in an attempt to identify sources of influence affecting attitudes toward business among senior M&DE students.

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Appendices

Selected Characteristics of Teachers

AGE AND SEX

	1975	1978	1983
AGE			
UNDER 25	10%	5%	0%
25 - 34	42	49	40
35 - 49	29	27	40
50 AND OLDER	16	18	20
NO ANSWER	3	--	0
	100%	100%	100%
SEX			
MALE	69%	65%	35%
FEMALE	26	35	60
NO ANSWER	5	--	0
	100%	100%	100%
(BASE)	(710)	(43)	(20)

Q. 19 WHAT IS YOUR AGE?
Q. 20 WHAT IS YOUR SEX?

TEACHING EXPERIENCE

	1975	1978	1983
YEARS TEACHING - TOTAL			
LESS THAN 5 YEARS	39%	37%	5%
5 - 9 YEARS	25	42	30
10 - 19 YEARS	24	23	55
20 YEARS OR MORE	9	0	5
NO ANSWER	3	--	5
	100%	100%	100%
YEARS TEACHING DISTRIBUTIVE EDUCATION*			
LESS THAN 5 YEARS	53%	--	15%
5 - 9 YEARS	29	--	30
10 - 19 YEARS	12	--	50
20 YEARS OR MORE	2	--	0
NO ANSWER	4	--	5
	100%	100%	100%
(BASE)	(710)	(43)	(20)

Q. 21 HOW MANY YEARS HAVE YOU BEEN TEACHING?
Q. 22 HOW MANY YEARS HAVE YOU BEEN TEACHING DISTRIBUTIVE EDUCATION?

DISTRIBUTIVE EDUCATION EXPERIENCE AS A STUDENT

WERE YOU EVER A DISTRIBUTIVE ED. STUDENT	1975	1978	1983
YES	18%	18%	10%
IN HIGH SCHOOL	10	--	10
IN JR. COLLEGE	3	--	5
COLLEGE/UNIVERSITY	8	--	0
NO	79	81	90
NO ANSWER	3	--	0
	100%	100%	100%
(BASE)	(710)	(43)	(20)

Q. 23. WERE YOU EVER A DISTRIBUTIVE EDUCATION STUDENT?

* Data for this variable was not reported in the 1978 study.

EDUCATIONAL EXPERIENCE

HIGHEST LEVEL ACHIEVED	1975	1978	1983
LESS THAN BACHELORS	--	5%	0%
BACHELORS	51	35	45
MASTERS	38	60	30
CERTIFICATE OF ADVANCED STUDIES	6	0	15
OTHER	1	--	10
NO ANSWER	4	--	0
(BASE)	100% (710)	100% (50)	100% (20)

Q. 24. PLEASE INDICATE THE HIGHEST EDUCATIONAL LEVEL ACHIEVED.

UNDERGRADUATE/GRADUATE MAJOR

UNDERGRADUATE	1975	1978	1983
DISTRIBUTIVE EDUCATION	26%	21%	0%
EDUCATION	13	23	0
MARKETING	9	0	35
BUSINESS ADMINISTRATION	25	35	45
BUSINESS EDUCATION	9	0	0
OTHER	14	9	20
NO ANSWER	4	0	0
(BASE)	100% (710)	100% (50)	100% (20)
GRADUATE *			
DISTRIBUTIVE EDUCATION	37%	--	0%
EDUCATION	40	--	0
MARKETING	2	--	25
BUSINESS ADMINISTRATION	8	--	0
BUSINESS EDUCATION	5	--	0
OTHER	8	--	10
(BASE)	100% (297)	--	100% (20)

Q. 25. WHAT WAS YOUR UNDERGRADUATE MAJOR?
Q. 26. WHAT WAS YOUR POST GRADUATE MAJOR?

ECONOMICS COURSES TAKEN*

UNDERGRADUATE	1975	1978	1983
1	7%	--	10%
2	26	--	25
3	18	--	20
4	13	--	20
5 OR MORE	18	--	25
NONE	3	--	0
NO ANSWER	15	--	0
GRADUATE	100%	--	100%
1	11%	--	5%
2	8	--	5
3	4	--	10
4	2	--	0
5 OR MORE	5	--	10
NONE	70	--	70
(BASE)	100% (710)		100%

BEST COPY AVAILABLE

PERSONAL WORK EXPERIENCE *

WHEN LAST WORKED FULL TIME	1975	1983
LESS THAN 1 YEAR AGO	9%	5%
1 - 4 YEARS	31	30
5 - 9 YEARS	27	15
10 - 19 YEARS	17	25
20 YEARS OR MORE	5	10
NEVER	30	15
NO ANSWER	5	0
	100%	100%
(BASE)	(710)	(20)

* Data for this variable was not reported in the 1978 study.

Q. 29. APPROXIMATELY HOW LONG AGO DID YOU LAST WORK FULL-TIME IN BUSINESS? (EXCLUDE SUMMER WORK EVEN IF FULL-TIME)

ECONOMICS COURSES TAUGHT IN D.E. CURRICULUM *

NUMBER OF CLASS HOURS PER YEAR	1975	1983
1 - 12	23%	10%
13 - 17	9	10
18 - 22	13	25
23 - 27	7	5
28 - 32	9	10
33 - 45	7	5
46 - 60	6	15
61 AND MORE	9	15
NONE	2	0
DON'T KNOW/NO ANSWER	15	0
	100%	100%
AVERAGE (MEAN) HOURS	40	37
(BASE)	(710)	(20)

* Data for this variable was not reported in the 1978 study.

Q. 32. ABOUT HOW MANY CLASS HOURS PER YEAR, IF ANY, DO YOU, YOURSELF, TEACH BASIC ECONOMIC PRINCIPLES AND CONCEPTS IN YOUR DISTRIBUTIVE EDUCATION CURRICULUM?

REGION IN WHICH TEACH

	1975	1978	1983
NORTH ATLANTIC	19%	--	--
CENTRAL	28	--	--
SOUTHERN	43	100%	100%
WESTERN	10	--	--
(BASE)	(710)	(50)	(20)

Q. 36. PLEASE INDICATE WHICH REGION OF THE COUNTRY YOU TEACH IN.

Selected Characteristics of Students

PLANS AFTER HIGH SCHOOL GRADUATION

	1975	1978	1983
TAKE A JOB (NET)	47%	21%	41%
NO PLANS FOR FUTURE SCHOOLING	23	--	8
CONTINUE SCHOOLING LATER	15	--	18
CONTINUE SCHOOLING AT NIGHT	9	--	15
ENTER COLLEGE (NET)	33	54	29
4 - YEAR, FULL-TIME	20	--	17
2 - YEAR, FULL-TIME	13	12	12
ENTER TRADE OR VOCATIONAL SCHOOL	11	9	12
MILITARY SERVICE	6	5	12
OTHER	3	7	6
(BASE)	100% (771)	100% (40)	100% (95)

Q. 19. WHAT DO YOU PLAN TO DO AFTER YOU GRADUATE FORM HIGH SCHOOL? (CHECK ONLY ONE)

FIRST CHOICE FOR A CAREER *

	1975	1983
A SMALL BUSINESS	19%	13%
A LARGE BUSINESS	15	33
START MY OWN BUSINESS	10	4
SELF-EMPLOYED PROFESSION (DOCTOR, LAWYER)	9	5
SOCIAL SERVICE ORGANIZATION	7	2
MEDICAL ORGANIZATION	5	8
TEACHING/EDUCATION	5	6
MILITARY	5	11
LABOR ORGANIZATION	3	2
STATE OR LOCAL GOVERNMENT	3	2
FEDERAL GOVERNMENT	10	2
OTHER	9	3
(BASE)	100% (772)	100% (95)

*Data for this variable was not contained in the 1978 study.

Q. 20. EMPLOYMENT IN WHICH OF THE FOLLOWING AREAS WOULD BE YOUR FIRST CHOICE FOR A CAREER (CHECK ONE).

CHARACTERISTICS OF SAMPLE: PART-TIME JOB

PART-TIME JOB	1975	1978	1983
HAD PART-TIME JOB	89%	90%	89%
DID NOT HAVE PART-TIME JOB	11	10	11
(BASE)	100% (799)	100% (41)	100% (98)

Q. 22. DURING THIS PAST YEAR, DID YOU HAVE A REGULAR PART-TIME JOB YOU HELD DURING THE SCHOOL YEAR?

HOW D.E. STUDENTS PERCEIVE THEIR ATTITUES TOWARD BUSINESS HAVE CHANGED AS A RESULT OF THE D.E. PROGRAM

	AS A RESULT OF CLASSROOM EXPERIENCE			AS A RESULT OF WORK EXPERIENCE		
	1975	1978	1983	1975	1978	1983
FAVORABLY	58%	90%	87%	56%	85%	78%
UNCHANGED	30	0	3	29	3	10
UNFAVORABLY	12	0	10	15	12	12
	100%	100%	100%	100%	100%	100%
(BASE)	(778)	(41)	(93)	(660)	(41)	(93)

Q. 24A AS A RESULT OF YOUR DISTRIBUTIVE EDUCATION CLASSOOM COURSES, HOW HAVE YOUR ATTITUTES TOWARD BUSINESS CHANGED?

Q. 24B AS A RESULT OF YOUR WORKING EXPERIENCES IN THE COOPERATIVE PROGRAM, HOW HAVE YOUR ATTITUDES TOWARD BUSINESS CHANGED?

CHARACTERTISTICS OF SAMPLE: TYPE OF AREA AND INCOME *

TYPE OF AREA	1975	1983
IN SMSA IN CORE CITY +	32%	5%
IN SMSA NOT IN CORE CITY	39	26
NOT IN SMSA - OTHER URBAN	19	32
NOT IN SMSA - RURAL	10	37
	100%	100%
(BASE)	(804)	(87)

TYPE OF INCOME IN AREA	1975	1983
LOWER INCOME	4%	9%
LOWER-MIDDLE INCOME	23	16
MIDDLE INCOME	65	56
UPPER-MIDDLE INCOME	8	18
UPPER INCOME	--	1
	100%	100%
(BASE)	(804)	(87)

+ Standard Metropolitan Statistical Area -- core cities are those for which SMSA's are named.

* Data for this variable was not reported in the 1978 report.

Q. 26. THINKING OF THE AREA FROM WHICH YOUR HIGH SCHOOL DRAWS ITS STUDENTS (NOT YOUR OWN PERSONAL CIRCUMSTANCES) HOW WOULD YOU DESCRIBE THAT AREA? (CHECK ONE ANSWER IN EACH COLUMN)

CHARACTERISTICS OF SAMPLE: NUMBER IN SENIOR CLASS AND D.E. SENIORS *

NUMBER OF STUDENTS IN SENIOR CLASS	1975	1983
LESS THAN 200	28%	30%
200 - 399	32	48
400 OR MORE	40	22
	100%	100%
	(806)	(93)

NUMBER OF D.E. SENIORS IN SCHOOL	1975	1983
LESS THAN 20	25%	32%
20 - 29	32	21
30 - 39	27	8
40 - 49	12	5
	100%	100%
(BASE)	(804)	(88)

* Data for these variables was not reported in the 1978 study.

Q. 28A. ABOUT HOW MANY STUDENTS ARE THERE IN YOUR SENIOR CLASS IN TOTAL?
Q. 28B. (ASKED OF D.E. SENIORS ONLY) TOTAL NUMBER OF D.E. SENIORS IN YOUR SCHOOL?

CHARACTERISTICS OF SAMPLE: BY SEX AND SENIOR YEAR GRADE AVERAGE

SEX	1975	1978	1983
MALE	49%	41%	31%
FEMALE	51	58	61
N/A	--	1	8
	100%	100%	100%
(BASE)	(743)	(41)	(92)

SENIOR YEAR GRADE AVERAGE*	1975	1983
"A" (A+, A, A-)	17%	22%
"B" (B+, B, B-)	50	48
"C" (C+, C, C-)	31	28
"D" OR "F" AVERAGE	2	2
	100%	100%
(BASE)	(758)	(95)

*Data for this variable was not reported in the 1978 study.

Q. 29. REGARDLESS OF THE TYPE OF GRADING SCALE USED IN YOUR SCHOOL, PLEASE INDICATE ON THE SCALE SHOWN BELOW (WHERE "A+" IS THE BEST POSSIBLE GRADE AND "F" IS THE WORST POSSIBLE GRADE) ABOUT WHERE YOUR OWN SENIOR YEAR GRADE AVERAGE FOR ALL YOUR SENIOR COURSES WOULD FALL. (CHECK ONLY ONE.)

Q. 30. YOUR SEX?

Analysis of the Use of Publications in the MDE Classrooms in Georgia

Lester E. Sanders

Distributive Education Department
The University of Georgia
Athens, Georgia

April 12, 13, 14, 1985

Abstract

This study was designed to ascertain the extent to which marketing and distributive education teacher-coordinators utilized magizines, journals and other such publications in their programs in Georgia. A comparison of the readability levels of the publications and the reported reading levels of marketing and distributive eduaction students was also studied.

A survey form was developed specifically for this study and piloted in a graduate course dealing with marketing research. The form was mailed to all teachers in the state who had taught at least one full year. Seventy-five individuals responded, or 73 percent. The data were tabulated and analyzed with the following results.

1. Marketing and distributive eduaction teachers in Georgia do not use publications in large numbers. Few teachers reportedly used more than five publications, many did not use them at all.
2. Such factors as years of experience, certification levels and the initial degree had little influence on the number of publications used. Individuals who had an initial degree in marketing and distributive education appeared to use slightly more publications than others, with the possible exception of journalism majors.
3. The publications that were used were used often as students' assignments.
4. Few publications that related specifically to the students training station were used. Most of the publications were subscription-type magizines.
5. Readability levels of the publications tended to be somewhat higher than the reading levels of the students, especially in those that were used more often.

Recommendations were made as a result of the study which should improve the use of publications in the program. These recommendations should have implications for teacher-coordinators, teacher-educators, training sponsors and advisory committees.

Analysis of the Use of Publication in the MDE Classrooms in Georgia

The art of reading and then reporting, either in written or oral form, has long been an accepted method of teaching in the schools. In the early years students were introduced to current events specifically designed for classroom use. Later, teachers used local newspapers, news items or magazines which they brought to class. Generally, these articles were related in some way to the topic under study at the time. Sometimes a specific day of the week was simply set aside and students were assigned time to read about current happenings with little or no regard for the subject matter.

Reading and reporting from commercially published materials was reported by Davis to be a favorite teaching technique (Harms, et al., p. 309). He suggests that students should do a certain amount of outside reading in such national publications as the U.S. News and World Report, Time, Newsweek and Business Week. He also suggests that students be prepared to discuss some article they had read in a magazine or newspaper during the week.

Edgar Dale's Cone of Experience was used by Meyer and Ashmun in organizing instructional strategies in marketing and distributive education. They placed trade literature at the peak of the cone, indicating its usefulness for teaching verbal symbols.

Nearly every marketing and distributive teacher-coordinators has been exposed to this teaching technique. They are admonished to obtain relevant publications from training sponsors, business representatives and trade organizations. A classroom library is suggested in nearly every textbook used in preparing marketing and distributive education teachers with recommendations that current periodicals, manufacturer's materials and trade publications be solicited from local business representatives and advisory committee members

(Mason, Haines and Furtado, pp. 213-215) (Meyer, Crawford and Klaurens, pp. 222-223, 227).

Recently, the availability of sophisticated duplicating and copying equipment has provided the teacher with greater flexibility in using publications for instructional purposes in the classroom. Specific articles no longer must be cut out by individual students, leaving a mutilated magazine in the library for others to use.

Purposes

The purpose of this study was to investigate the practices of Georgia Marketing and Distributive Education teachers regarding the use of publications and magazines in their classrooms. Additionally, an attempt was made to compare the reported reading levels of secondary school marketing and distributive education students and the readability level of the most predominately used publications. Essentially, the study was designed to ascertain the extent of publication usage and the appropriateness of the materials to student reading levels.

Specifically, five questions were addressed in this study:

1. To what extent did marketing and distributive education teacher-coordinators use publications in the classroom when the following factors were considered?
   a. number of years of teaching experience,
   b. certification levels, and
   c. initial degree earned.
2. In what ways were publications used?
3. How often were the materials used?

4. What was the reported reading level of the marketing and distributive education students and how did it compare to the readability level of the publications?
5. What publications were used and how extensively were they used?

Methodology

A survey of all marketing and distributive education teacher-coordinators was conducted to obtain the information for this study. A survey instrument was developed and printed on a 3 1/2 X 8 1/2 inch, guaranteed return postage, card. The survey instrument was piloted in an inservice graduate course in marketing research. The instrument was revised and submitted to two faculty members in the Division of Vocational Education at The University of Georgia. Final revisions were made and the instrument was printed and prepared for mailing (Appendix I).

Names of marketing and distributive education teacher-coordinators were obtained from the latest Georgia Department of Education roster. The instrument, along with a cover letter (Appendix II) was mailed to one hundred and two marketing and distributive education teacher-coordinators in the secondary school programs in Georgia. Survey forms were sent to every teacher who had completed at least one year of teaching experience. Seventy-five respondents returned usable instruments after two follow-up letters had been mailed. Data were tabulated, analyzed and a report written to address the research questions.

Findings

The number of teacher-coordinators, their years of teaching experience and the average number of publications reportedly used by the teachers are reported in Table 1. Approximately half of the teacher-coordinators had taught

fifteen years or less, however 32 percent of them had from eleven to fifteen years of experience. Generally, the data indicate as the teachers gained experience they tended to use fewer publications on the average.

Table 2 reveals the average number of publications used by marketing and distributive education teacher-coordinators based on the three certification levels in Georgia. Generally, teachers holding a T-4 certificate have a bachelor's degree, T-5 a master's degree and T-6 a specialist's degree. No clear patterns emerged, however, it appears that teachers with a specialist's degree will more likely use publications than teachers at the master's or bachelor's degree levels.

Not all marketing and distributive education teacher-coordinators receive their initial degree in marketing and distributive education. Table 3 reports the average number of publications used by the teachers based on their initial degree. The 75 teachers received initial degrees in ten degree majors. Based on three responses, journalism majors used the highest average number of publications, however, twenty-six marketing and distributive education teachers averaged 3.24 publications each (small number of repsondents were eliminated in five of the majors).

All together 43 publications were reportedly used by the seventy-five teachers (See Table 7). Of course, many used more than one publication. Table 4 reports the use made of specific publications by marketing and distributive education teachers. Fifteen publications were used five or more times by the teachers were analyzed and are reported in this study. The business section of a local newspaper was used more often than any other publication.

Table 4 also revealed how teacher-coordinators made use of the materials based on five categories defined in the cover letter. Teachers generally used

the publications more often as resource materials for themselves in preparing and presenting curriculum content in the classroom than for any other single purpose. They reportedly used the fifteen publications a total of 104 times for this purpose, compared to 72 for student reading assignments, 63 for oral and written report resources materials, 47 for enrichment activities and 37 for extra credit. The newspaper, Business Week, New Dimensions, Time, and the Wall Street Journal appeared to be used more often by students compared to the frequency of use by the teacher-coordinator.

When the teacher-coordinators were asked how often they used the various publications the business section of the newspaper and Time magazine were reportedly used extensively and often to a greater degree (Table 5). The majority of the respondents indicated that they used the remaining publications "often." The professional journals were used least often, however, some of the teachers may not have reported the use of professional journals.

Forty-two teacher-coordinators reported the average reading level of students in their programs. The reading level ranged from 7th grade to 12th grade. The average reading level was at the 10th grade level.

Table 6 reports the readability level of the most often used publications. Readability levels ranged from 9 to 14 using the formula developed by Edward Fry of Rutgers University Reading Center, Rutgers University. Most of the publications appear to be written above the average reading level of students in marketing and distributive education in Georgia. One may compare the results in Tables 4 and 6 and observe that, at least, some of the publications are being assigned to students to read and either report orally or in writing.

A list of all 43 publications reportedly used by teacher-coordinators is given in Table 7. Noticeably absent from the list are publications specifically

related to business and industry, i.e. food service/restaurant, petroleum, hardware, etc.

Conclusions

Marketing and distributive education teachers in Georgia do not use publications extensively in their instructional programs. Years of experience, certification levels and initial degrees obtained have little bearing on the number of publications used. Publications are used more often by the teacher themselves than for any other single reason, however students are given assignments in the publications for a variety of reasons.

Many times students are given responsibilities for materials that may be above their reading level. Publications that have a high readability level, i.e. Business Week, business section of the newspaper, Time, are often assigned to students as reading assignments, resource for reports, enrichment activities and for extra credit. Publications related specifically to a students major area of study are not used by the teachers.

Recommendations

As a result of this study, the following recommendations are suggested:

1. More emphasis be placed on the proper use of publications in undergraduate courses and staff development conferences and teacher be encouraged to include relevant up-to-date publications in their reference library.
2. Relevant publications should be obtained that are specifically related to student's areas of study and included in the reference library. The effectiveness of these materials as instructional tool should be studied as the teacher-coordinator uses them.

3. Readability levels of all publications be assessed and compared to local student reading levels. Publications should be assigned on an individual basis based on the student's ability.
4. Business representatives and advisory committee members should be used in identifying and recommending additional publications to the teacher-coordinator. The reference library can be expanded in this manner.
5. Additional studies be conducted with regard to the use of outside publications in the marketing and distributive education program.

Table 1

Extent of the Use of Publications Based on Number of Years of Teaching

Number of Years of Teaching	Number of Teachers	%	Number of Publications
1-5	20	26.67	3.00
6-10	18	24.00	3.20
11-15	24	32.00	2.88
16-20	13	17.33	2.82

Table 2

Extent of the Use of Publications Based on Teacher Certification Level

Certification Level	Number of Teachers	%	Number of Publications
T-4	25	33.33	3.06
T-5	38	50.67	2.96
T-6	12	16.00	3.25

Table 3

Extent of the Use of Publications Based on the Initial Degree Obtained

Initial Degree Major	Number	%	Number of Publications
MDE	26	34.67	3.24
BUS ADM	19	25.33	2.85
BUS EDUC	18	24.00	2.36
ENG	3	4.00	2.67
JRL	3	4.00	4.33
FASH MERCH	2	*	2.00
IND. ARTS	1	*	2.00
H. EC.	1	*	3.00
PSY	1	*	2.00
SOC. STUDY	1	*	2.00

*Too small to consider

Table 4

Use Made of Publications by
MDE Teacher-Coordinators

Publication Title	Frequency Other	Reported Use* 1	2	3	4	5
Business Section of Newspaper	27	18	10	10	6	4
Business Week	16	12	15	9	9	6
Balance Sheet	13	12	1	2	0	0
Career World	11	10	4	6	7	3
New Dimensions	11	4	8	2	3	3
Time	10	6	7	7	4	2
Consumer Report	9	6	4	6	6	3
Wall Street Journal	9	6	6	3	3	2
Advertising Age	9	4	4	6	1	3
INC	9	4	2	3	1	3
U.S. News and World Report	7	4	3	1	2	3
Newsweek	6	6	4	3	3	1
Fortune	6	3	1	2	1	3
Women's Wear Daily	5	4	3	3	1	1
Voc. Ed. Journal	5	5	0	0	0	0
		104	72	63	47	37

*1 = Teacher Resource Material
2 = Student Reading Assignment
3 = Resource Materials for Oral or Written Reports
4 = Enrichment Activities
5 = Extra Credit

Table 5

Extent of Use Made of Specific Publications

Publication Title	Number	Extent Used		
		EXT*	OFT*	SEL*
Business Section of Newspaper	27	14	12	1
Business Week	16	0	11	5
Balance Sheet	13	0	8	5
Career World	11	2	7	2
New Dimension	11	0	5	6
Time	10	8	2	0
Consumer Report	9	2	6	1
Wall Street Journal	9	2	6	1
Advertising Age	9	0	9	0
INC	9	0	5	4
U.S. News and World Report	7	2	4	1
Newsweek	6	0	3	3
Fortune	6	0	3	1
Women's Wear Daily	5	2	5	0
Voc. Ed. Journal	5	0	0	5
		32	86	35

*EXT = Extensive Use
*OFT = Used Often
*SEL = Seldom Used

Table 6

Readability Level of Specific Publications

Publication Title	Readability Level
Business Section of a Newspaper	13
Business Week	14
Balance Sheet	10
Career World	9
New Dimension	14
Time	16
Consumer Report	9
Wall Street Journal	14
Advertising Age	13
INC	9
U.S. News and World Report	9
Newsweek	14
Fortune	15
Women's Wear Daily	12
Voc. Ed. Journal	14

Table 7

All Publications Reported

Publication Titles	Frequency Reported
Business Section of Newspaper	27
Business Week	16
Balance Sheet	13
Career World	11
New Dimemsions	11
Time	10
Consumer Report	9
Wall Street Journal	9
Advertising Age	9
INC	9
US News and World Report	7
Newsweek	6
Fortune	6
Women's Wear Daily	5
Voc Ed Journal	5
Changing Times	4
NFIB	4
Business Education World	4
Trade Winds	3
Consumer and Life's Studies	3
Distributor	3
Money	3
Reader's Digest	3
Success	3
Business Atlanta	3
DECA Advisor	3
Nations Business	3
Forbes	3
Working Women	2
Chainstore Age	2
Data Base	2
Current Consumer	2
Business Week Career	2
Opportunity	1
Market Review	1
Current Consumer	1
Venture	1
Education Forum	1
Personal Finance	1
Discount Store News	1
Food Service Marketing	1
Career Today	1

References

Harms, H., Stehr, B.W., Harris, E.E., Methods of Teaching Business and Distributive Education. Cincinnati: South Western Publishing Company, 1972.

Mason, R.E., Haines, P.G., and Furtado, L.T. Cooperative Occupational Education and Work Experience in the Curriculum. Danville: The Interstate Printers and Publishers, Inc., 1981.

Meyer, W.G., Crawford, L. and Klaurens, M.K. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill Publishing Company, 1975.

Fry, E. Readability Formula. Journal of Reading, December 1977, p. 249.

Appendix I

Survey Instrument

FROM: _____

_____

_____

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY CARD

FIRST CLASS PERMIT NO. 559 ATHENS, GEORGIA

POSTAGE WILL BE PAID BY ADDRESSEE

Distributive Education Department
603 Aderhold Hall
The University of Georgia
Athens, Georgia 30602

BUSINESS PUBLICATIONS USED IN MDE PROGRAMS

Please provide the information below:

01. Years of teaching MDE? _____

02. Initial degree major?(BS, BA, etc.)
___MDE
___Business Administration
___Business Education
___Home Economics Education
___Fashion Merchandising
___Other _____ (Specify)

03. Highest degree you now hold?
___Bachelor's
___Master's
___Specialist's
___Doctorate

04. Current Certification
___B-4 ___B-5
___T-4 ___T-5 ___T-6

05. Name _____ (Optional)

List the business publications and journals you use in your MDE program and provide the additional information in the columns on the right side of the list. Indicate your responses by checking in the spaces provided under each heading.

Journal Titles (If you never use journals or publications write N/A on line 1 and return the form.)	Teacher resource materials	Student reading assignments	Student resources for oral or written reports	Enrichment activities	Extra credit	Frequency of Use: Extensively	Often	Seldom	
1.									
2.									
3.									
4.									
5.									

What is the average reading level of students in your MDE program? _____ (This item is optional, it will be of great value to this study. All information will be held in strictest confidence and no attempt will be made to compare schools, students nor teachers.

Appendix II

Cover Letter

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

ATHENS, GEORGIA 30602

AGRICULTURAL EDUCATION
BUSINESS AND OFFICE EDUCATION
DISTRIBUTIVE EDUCATION
HEALTH OCCUPATIONS EDUCATION
HOME ECONOMICS EDUCATION
INDUSTRIAL ARTS EDUCATION
TRADE AND INDUSTRIAL EDUCATION

April 12, 1984

Dear Colleague:

We are conducting a research study to find out which business publications and journals you use in your marketing and distributive education program. Additionally, we are interested in how you use these publications in your instructional program.

The following definitions should assist you in completing the form:

Teacher resource materials-personal use of the publications by the MDE teacher to provide background and supplemental information.

Student reading assignments- supplementary reading assignments for students and used in regular classroom.

Enrichment activities- assignments made to students in their specialized area area of study, (ie. food service, auto parts, sales etc.)

Extra credit- assignments to give students an opportunity to earn extra credit for make up purposes, improve grades, work in lieu of other assignments or class work.

Please follow the instructions on the enclosed information card and return it at your earliest convenience. No postage is required.

Thank you for your prompt assistance.

Sincerely,

Lester E. Sanders, Head
Distributive Education Department

LS/tm

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION

TEACHER TURNOVER: MARKETING EDUCATION

A NATIONAL STUDY

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TEACHER TURNOVER: MARKETING EDUCATION

A NATIONAL STUDY

Abstract

The specific purpose of the study was to determine answers to the basic question of why secondary marketing education teacher-coordinators leave the profession. In the spring of 1984, with randomly selected names provided by teacher educators and state supervisors, a national survey was conducted. The results determined "better opportunities are available in business" as the major reason for teacher turnover, and "poor salary" as a close second. These reasons were selected in 15 of 18 different categories. A major recommendation is that teacher educators and state supervisors should provide pre-service and in-service opportunities for marketing teacher-coordinators to address the causes of teacher turnover.

TEACHER TURNOVER: MARKETING EDUCATION

A NATIONAL STUDY

Summary of Research

Purpose of the Study

Some states have already experienced shortages of secondary marketing education teacher coordinators, and based on the declining number of marketing teacher education programs and graduates, other states are sure to encounter a similar problem. One solution to this problem is to keep present teacher-coordinators employed by reducing teacher turnover. The specific purpose of this study was to seek answers to the basic question of why secondary marketing education teacher-coordinators leave the profession. The study was conducted in the spring of 1984.

Objectives of the Study

The major objective of the study was to prioritize reasons for teacher turnover in the following categories:

1. Nationwide
2. Geographical regions
3. School size
4. Years of teaching experience
5. Females-males
6. Single-married

Two secondary objectives were to determine how many teacher-coordinators work part-time outside of school, and what percent of their total income is derived from their teaching position.

Methods and Procedures

In 1982, a Wisconsin study of marketing education teacher burnout determined seventeen reasons why secondary teacher-coordinators leave their profession. The results of that study were utilized to develop a questionnaire for this national study. The questionnaire was field tested by ten Wisconsin teacher-coordinators.

All marketing education state supervisors were contacted and asked to randomly select seven teacher-coordinators for the study. If the state supervisor did not respond, a teacher educator was contacted for the names. A list of 313 teacher-coordinators from 44 states and Puerto Rico*

*Not included-Alaska, Hawaii, Maryland, Michigan, Nevada, Washington, Washington, DC, and the Virgin Islands

was compiled. All of these teacher-coordinators were sent questionnaires, and 237 replies were received, a 76% return. The responses were tabulated at the University of Wisconsin-Stout Computer Center.

Results of the Study

The five major reasons why secondary marketing education teacher-coordinators leave the profession were reported in the following six categories.

Nationwide

1. Better opportunities are available in business
2. Poor salary for teachers
3. Lack of administrative support
4. Low level of student motivation
5. Extra time involved in managing a marketing education program

Region

Central

1. Better opportunities available in business
2. Lack of administrative support
3. Poor salary for teachers
4. Low level of student motivation
5. Extra time involved in managing a marketing education program

Western

1. Poor salary for teachers
2. Better opportunities are available in business
3. Lack of administrative support
4. Low level of student motivation
5. Few opportunities for promotion

Atlantic

1. Better opportunities are available in business
2. Poor salary for teachers
3. Lack of administrative support
4. Low level of student motivation
4. Extra time involved in managing a marketing education program

Southern

1./2. Tie between Poor salary/Better opportunities available in business
3. Lack of administrative support
4. Extra time involved in managing a marketing education program
5. Too many administrative duties

School Size

500 or less
1. Better opportunities are available in business
2. Poor salary for teachers
3. Low level of student motivation
4. Extra time involved in managing a marketing education program
5. Lack of administrative support

501-1000
1. Poor salary for teachers
2. Low level of student motivation
3. Better opportunities are available in business
4. Extra time involved in managing a marketing education program
5. Lack of administrative support

1001-2000
1. Better opportunities are available in business
2. Poor salary for teachers
3. Lack of administrative support
4. Low level of student motivation
5. Extra time involved in managing a marketing education program

Over 2000
1. Better opportunities are available in business
2. Poor salary for teachers
3. Lack of administrative support
4. Extra time involved in managing a marketing education program
5. Low level of student motivation

Years of Teaching Experience

0-4 Years
1. Poor salary for teachers
2. Better opportunities are available in business
3. Lack of administrative support
4. Extra time involved in managing a marketing education program
5. Few opportunities for promotion

5-9 Years
1. Poor salary for teachers
2. Better opportunities are available in business
3. Low level of student motivation
4. Extra time involved in managine a marketing education program
5. Lack of administrative support

10-14 Years
1. Better opportunities are available in business
2. Poor salary for teachers
3. Low level of student motivation
4. Lack of administrative support
5. Extra time involved in managing a marketing education program

15-19 Years

1. Better opportunities are available in business
2. Poor salary for teachers
3. Low level of student motivation
4. Lack of administrative support
5. Extra time involved in managing a marketing education program

20 + Years

1. Better opportunities are available in business
2. Lack of administrative support
3. Poor salary for teachers
4. Few opportunities for promotion
5. Too many administrative duties

Females-Males

Females

1. Better opportunities are available in business
2. Poor salary for teachers
3. Extra time involved in managing a marketing education program
4. Lack of administrative support
5. Few opportunities for promotion

Males

1. Poor salary for teachers
2. Better opportunities are available in business
3. Lack of administrative support
4. Low level of student motivation
5. Extra time involved in managing a marketing education program

Single-Married

Single

1. Better opportunities are available in business
2. Poor salary for teachers
3. Low level of student motivation
4. Lack of administrative support
5. Few opportunities for promotion

Married

1. Better opportunities are available in business
2. Poor salary for teachers
3. Lack of administrative support
4. Extra time involved in managing a marketing education program
5. Low level of student motivation

Two additional reasons were mentioned with some regularity. They included too many administrative duties and few opportunities for promotion.

Ten reasons were of little or no importance. They included teaching lacks challenges and rewards, lack of personal recognition, student discipline

problems, lack of student support for the marketing education program, poor job security, poor program security, teaching is a boring job, regard for personal safety, declining enrollments, and lack of enough federal, state, or local funding.

Two additional findings relate to the teacher-coordinator's concerns for better opportunities and improved salary. Part-time jobs are held by 103 (43%) of the respondents, while 132 (56%) do not have an additional part-time job outside of school. Two teachers did not answer this question.

Secondly, the teacher-coordinators were asked what percent of their income was derived from their teaching position. Only 39 teacher-coordinators (16%) said 100% of their income came from teaching. The dominant statistic in this category determined that marketing education teacher-coordinators, as a group, only receive 68% of their total income from teaching.

Conclusion

Tabulation of the demographic categories provides an opportunity to draw several conclusions from the study. The following conclusions, however, focus on the three major objectives.

1. Teacher-coordinators leave the profession because "better opportunities are available in business," and secondly, teaching provides a "poor salary." These two reasons were selected first or second in 15 of 18 categories with "better opportunities" being the dominant first choice.

2. Part-time jobs are held by almost half (43%) of all teacher-coordinators.

3. Very few teacher-coordinators (16%) receive all of their income from teaching. Teacher-coordinators, as a group, receive 68% of their total income from teaching.

Recommendations

1. Teacher educators and state supervisors should provide pre-service and in-service opportunities for marketing teacher-coordinators to address the causes of teacher turnover.

2. Additional research should be conducted to determine possibilities for eliminating the causes of teacher turnover.

A Methodology to Engage Senior Executives in Professional Development Programs: Focus on Strategic Management

Summary Report

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The decade of the eighties has brought with it an intensified interest in cooperation between academia and industry to sponsor the extensive training that is required for the continual development and renewal of employee skills. Institutions of higher education have sought such liasons as they have been faced with the financial pressures of declining enrollment and decreasing federal support. Businesses have encouraged such liasons as a cost-effective approach to their massive training needs. As we reach the middle of the decade, many educational institutions that have heretofore remained rather isolated from the business community are seeking such a liason.

This change of focus - from an internal orientation to an external orientation - may prove difficult for the university. As the university initiates a professional development program for the business community, two questions quickly tend to surface in the planning team. They are: (1) "What 'courses' should be offered?" and (2) "What 'courses' does the business community need?" With either of these questions, the focus of the ensuant discussion has immediately been brought to course content. If question number one is raised, this focus on content is university resource driven. If question number two is raised, the focus on content is business sector needs driven. In either case, however, attention has been drawn toward course content.

Such immediate attention to content may be premature. Any university undertaking initial emergence into the professional development arena, and hoping for longevity in that area, must strive for maximum flexibility in its inital offerings. The initial courses will result in image-creation for the university program. If, for example, the planning team decides to offer its initial event to financial institutions then the university may become pegged as the unit that deals with financial institutions. That image may be difficult to change.

The planning team must consider the image it wants to portray. Early focuas on

content is likely to overshadow this more generic form of planning. Flexibility may well be sacrificed in a project that is content-driven from the moment of inception.

A Case Study

The University of North Carolina at Greensboro - a public, 4 year doctoral degree granting institution in the University of North Carolina system - recently decided to intensify its external professional development efforts in the area of short courses for the surrounding business community. Short courses were defined to be non-degree, non-certificate oriented educational workshops lasting from a few hours to a few days. These were to be geared for business employees in both the private and public sectors.

The author, a faculty member at the University in the School of Business and Economics, was selected to plan and co-ordinate these efforts. A planning model was developed that enabled the University to attack the planning process in a formal manner, addressing content only at a phase in planning that was appropriate. This model utilized a portfolio-driven approach. A multi-dimensional matrix was developed. The dimensions of planning incorporated were: (1) format of an educational session; (2) type and size of potential client firms; (3) mangerial level of attendees; and (4) strategies for identifying content. The matrix that developed allowed the University to pull together a portfolio of specific cells. The degree of diversification of the ensuing portfolio was not left to chance - it was the result of explicit decisions made by the planning leadership.

From this generic planning model, the University of North Carolina at Greensboro developed a specific portfolio. It followed a "top-down" approach for market segment incorporation. Initial entry was targeted toward the Chief Executive Officer.

The Chief Executive Officer

The author developed and implemented a methodology to promote an active professional development liason between the University and Chief Executive Officers from large corporations located in the region of the University. Thirty corporations were involved with this aspect of the program. The annual sales of these firms ranged from 100 million to over 13 billion. Several were Fortune 500 firms. This methodology enabled the University to:

1. design and market on-campus workshops attended by these Chief Executive Officers.
2. gain the support of the Chief Executive Officer for corporate participation in professional development programs designed for other levels of senior management and for programs designed for middle management.
3. strengthen the liasons between University administration, University faculty, and University graduates and the influential business leaders in the community.

Traditionally, professional development and continuing education planners design programs for middle or upper middle management. However, universities today have a great deal to offer Chief Executive Officers and other senior-level executives. Professional development events for these individuals can be developed; can be well-received; and can be designed and managed by a regional collegiate institution.

The methodology used to successfully plan, design, and market such events differs in many respects from that used to design and market events for middle management. Critical features of this methodology included:

1. Event format - From interviews with several Chief Execcutive Officers it became apparent that the traditional seminar format was not appropriate. These individuals want and need to talk to each other. Any professional development event planned for these individuals must be very active - it must afford them the opportunity to be discussion leaders. For example, at the University of North Carolina at Greensboro, an event was developed in which the Chief Executive Officers and their firms participated in a field-based research project. The Chief Executive Officers then met on-campus to discuss the results.
2. Event marketing - An event must be marketed by one of the Chief Executive Officers as well as by the University. Support for the event must be obtained from one of the leaders of the Chief Executive Officers and then this individual will engender the support of his peers.
3. Community orientation - Chief Executive Officers are extremely interested in community development and they know that a University is vital to the growth of the community. Perhaps more than any other individual in a firm, the Chief Executive Officer is biased toward an active liason with the University. Community development can be used both as a marketing strategy and as a content issue about which an event can be developed.
4. Faculty involvement - Interviewed Chief Executive Officers spontaneously mentioned that they enjoyed the opportunity to know and work with the faculty. This relationship was used during event planning and marketing as well as event implementation.
5. Attendance policy - A homogeneous clientele is critical to both the likelihood that any given Chief Executive Officer will choose to attend the event and to the degree of satisfaction that the attendee feels with the event. A "no substitutes" policy must be strictly adhered to. This can be very difficult in

practice. The Chief Executive Officer who is unable to attend will exert pressure on the University to allow him to designate another from his firm. In addition the proposed designee is likely to be President of the firm or of a dividion of the firm. (In many cases, the division may be a multi-billion dollar firm in its own right.) Any substitute will diminish program effectiveness.

For the University, the program for Chief Execcutive Officers had the desired impact. It led to a follow-up program for vice presidents. The "top-down" approach provided the flexibility and the support needed as the University moved toward an active professional development liason with the business community.

INVITED PAPERS

EDUCATIONAL RESEARCH:
SOME PROBLEMS AND OBSERVATIONS

by

Larry Weber

Virginia Tech

April, 1985

EDUCATIONAL RESEARCH:
SOME PROBLEMS AND OBSERVATIONS

by

Larry Weber

I was asked to speak to you about educational research and to share with you some ideas that I think are relevant to its conduct and, hopefully, will provide some food for thought for those of you who engage in this important professional activity. In this paper I will present the major points made during a talk I delivered recently at Auburn University.

Research can be defined as the application of scientific methodology in an attempt to solve problems. Educators are interested in solving educational problems and they go about this in various ways. Some engage in a theoretical, abstract type called basic research; others are more practical in their approach and do applied research or action research; others like to conduct evaluation studies; and still others use their talents to interpret existing research for their own use or that of those in the profession. Some conduct qualitative studies, others quantitative. While purists might deny that what some do constitutes research, in my view all the aformentioned activities are valuable to education and can be called research.

The focus of my paper is on problems that exist with educational research and my observations about them. I will limit discussion mainly to factors related to the conduct, analysis and interpretation of educational research. Specifically I will address these topics:

1) Theory/Problems Underlying Research Procedures
2) Research Methodology
3) Research Criteria and Data Analysis
4) Research Training

RESEARCH THEORY

Problem/Observation: Much educational research is conducted without sufficient forethought to the nature of the problems it is designed to address or to the viability of procedures (treatments) which purport to solve those problems.

A pet peeve of mine is having a neophyte researcher come into my office and "sound off" about wanting to do some research to see if the "A" method of teaching is better than the "B" method. Typically no thought has been given to the problem the person is attempting to solve or what it is about the "A" method that is supposed to produce superior results; nor has effort been spent by the researcher reading relevant literature to uncover whether the problem has already been solved.

Problem/Observation: Researchers frequently attack educational problems which are too massive to solve or so broadly or ill defined that they are impossible to undertake.

Why is it that educational researchers select projects that are so imposing that they cannot possibly be completed with the resources available to them? They would be better off if, having identified a problem area, they select a small domain on which to conduct quality, in-depth study. They would advance more professionally. They'd get promoted and tenured more easily and their contributions to education would abound. My mentors cautioned me about the dangers of "fishing all of the problem waters" and not focusing on a single topic. They warned that about 90% of that kind of research is of little/no value. I sadly report that while I enjoyed most of the research I did, that the advice that I had been given was true - - for me.

METHODOLOGY

Problem/Observation: Researchers need to be cognizant of the attributes of their research methodologies and know the strengths and weaknesses of procedures they use.

To allay your fears, I am not planning to engage in a discussion of experimental and quasi experimental designs. I am sure all of your are familiar with them. But there are other descriptors of research that are used to categorize it and each provides a set of unique circumstances of which we ought to be aware. One approach to doing research is the experimental study. In its simplest form it is an effort to ascribe cause to an independent variable thought to be influential in affecting some outcome (dependent variable). While it is difficult to arrange

the experimental conditions to match reality, such approaches are much in favor because interpretations are simple and truth or cause reasonably easy to establish.

Two approaches akin to the aforementioned are more naturalistic in nature. One, based on a preconceived theory of what truth is like, consists of gathering information and trying to fit it into the pockets of a theory that the researcher has designed. In this instance a tight rationale, which provides the basis for conducting the research and lends credence to its findings is critical. For the other approach we gather data and, in a post hoc manner, manipulate and "massage" it in order to acquire meaning. This type of study, a throwback to grounded theory is exciting, though hazardous. Still it might provide the best possibility for addressing educational problems because it deals with educational reality in its purest form.

Problem/Observation: The experimental approach to research is not the only way by which truth is known.

I am certain that most of you are aware of that fact, but I assure you the statement is not trivial. For example you would be amazed at the number of dissertation that I review that include randomization procedures when they are inappropriate. Some students feel it is necessary to randomize even if the total population is available and can/should be studied. These simple-minded cases aside, there are better examples of situations where randomization may be inappropriate. We use randomization because

it is thought to be a safety measure to guard against our biases. We believe that somehow, in a collective sense, we are more apt to reach truth by randomizing than if we resort to the observation of single person. However, in a qualitative sense the accuracy or truth of a single observation may be better than that of many individuals. Think of a court trial where evidence about a defendant exists. The adversaries' observations are subjective but one may be true and the other not so. Are we better off when we combine the two opinions to reach a half-truth? I submit that half-truths are non truths and hinder our search for solutions to education's problems.

Qualitative inquiry does have a role in the conduct of educational research. Even Campbell, who in his classic 1966 paper discounted the case study for purposes of drawing causal inferences, has reconsidered the value of the "anecdotal, single-case, naturalistic observation." He views the single-shot case study as being on a more secure basis than he previously thought. Problem/Observation: Too many educational research studies, including those in vocational education, employ survey procedures and use task analysis approaches.

I am astonished at the number of doctoral dissertations, with which I am familiar, that utilize survey techniques - - and poorly constructed ones at that. Surveys may be useful for providing us with insights and clues about educational problems, but that methodology is exploratory at best and the implications

that we can draw from the findings are tentative. Moreover most of the people I know who conduct surveys have never had training in survey methodology. Our doctoral research training program certainly neglects such studies. And I have rarely encountered an individual who has bothered to use the survey experts and their literature (the business people and sociologists) prior to their coming to me. If survey research is to be used widely by educational researchers then we ought to provide training in it, even at the expense of getting rid of some of the other more sacred cows in our research programs.

Another approach, widely used in vocational education, about which I want to caution you is the task analysis technique. I know it has an honored history in your field and has been used as a basis for preparing persons to assume positions in the world of work. It seems reasonable that in order to train persons you need to know what they will have to do. However, such reasoning is predicated on an assumption that the way a job is currently being done is the best way to do it. Vocational educators may well engage in some other approaches (even experimental ones) to help ascertain effective and efficient work modes for the various occupations they study.

CRITERIA AND DATA ANALYSIS

Problem/Observation: Criteria by which our research is judged are frequently not appropriate. They often lack the essential characteristics of adequate objectivity and validity.

Let me tackle validity first. I am outraged at recent reports about the quality of education in the United States. The President's Commission Report, the Boyer Report and the 20 odd other papers on our educational enterprise, with their messages of pessimism, have influenced educators (and ultimately researchers) to focus on traditional criteria which may not be the most valid indicators of good schools. As an illustration, because of these reports certain policies, such as restrictive limitations on students for participating in athletics or mandatory homework assignments, are being enforced. The argument is that student grades will be increased as a result and, indeed, some studies show that they have. However, I argue that increased grades are not necessarily valid evidence of learning. There are findings to the contrary. For example, we know that females and males do not differ in aptitude and that their standardized achievement test scores are similar. Yet for years girls have, on the average, scored up to a grade higher than males.

It is unreasonable to expect that major cognitive achievement changes will occur in a short period of time, even though grades do rise. I contend that the grades rose because other behaviors have changed and they are what is being evaluated. Moreover, we do not know what effects the restrictive practices have had on other facets of human growth and

development, nor have we bothered to measure them. I also believe that the current attitude about what educational outcomes are important is having a deleterious effect on vocational education and all non traditional programs, i.e. music, art, athletics and co-curricular activities, and that we need to direct our attention to criteria that reflect the values of a more pluralistic society.

The other side of the picture is not much better. Those researchers who choose to focus on non traditional outcomes frequently do so at the expense of objectivity. While I applaud their choice of values and their focus on aspects of development and education other than those which are cognitive, I am shocked at what otherwise qualified researchers pass off as data collection instruments to gather information about non traditional student characteristics. They construct questionnaires "off the tops of their heads", and have little or no training in psychometric techniques or educational measurement. At a minimum these researchers should consult with persons who are expert in the field and/or conduct pilot studies to determine if their measures are reliable.

Let me summarize this section by saying that is is critical for researchers to use objective criteria in their research, but objectivity is only a necessary and not sufficient factor when doing research. Our research must also be valid, and validity consists of confirming a set of beliefs with another data set.

In selecting criteria researchers must demonstrate impartiability and show that they have not acted with only their own interests as the prime motivator for conducting research.

Problem/Observation: Our analytical procedures often overwhelm our research studies. Caution needs to be exercised about applying appropriate statistical analyses to our data.

I know the above comments may appear to contradict what I said about objective measures and I do not intent to discourage researchers from seeking help in analyzing their data. But I do believe that too often studies, with very good messages for educational practice, are obscured by statistical interpretation, especially if they are made by individuals who do not understand the methodology. Perhaps the best example of this problem is a situation that some graduate (doctoral) students encounter when it comes time for them to analyze their data. They go to a statistical consultant, who too frequently does or will not take time to understand the study and, consequently, provides inadequate technical assistance. The reported results are horrible. The students don't know what has occurred, or why. They are ill prepared to present or explain what has happened and what is "good" that occurred or what the study was about is lost. What seems to happen in much educational research is that we forget why we are doing it. We somehow neglect the main purpose of the study. We focus on the analysis rather than on the treatment, and the analysis does us in.

I used to have a large IBM card in my office. It said "If it can't be quantified its literature and to hell with it". While many of my quantitatively oriented colleagues still adhere to that adage I find myself disagreeing with it more and more. Numbers and words are both symbols that we use to convey reality to our readers. The fact that numbers can be manipulated readily should not make us ascribe more truth to them than they possess. Let me provide an example which illustrates the limitations of numbers. If we give a "70" to a child on a test, it might be equated verbally to a "poor". If we give an "80" it could be interpreted as "good". The reason we value the numbers more is that we can operate on them. We can add and divide them. We can massage them. Now we can also do the same with verbal symbols, words, as the illustration below shows -- and the meaning of each is similar.

Step A:	70 +80 150	Poor +Good Poor Good
Step B:	150 ÷ 2 = 75	Poor Good ÷ Two = POGO

RESEARCH TRAINING

Problem/Observation. The training of educational researchers should reflect the needs of the profession and the uses that educators make of research findings.

In the past 25 or 30 years I have seen several approaches used in the training of researchers. When the terminal degree earned by most educators was the master's and when the typical master's candidate wrote a thesis, a lot of emphasis was placed on the organization and writing of a thesis. Indeed educational research might have been taught in the English Department. Later, during the sixties, when the federal government began pouring money into education a lot of effort was devoted to teaching proposal writing so that researchers could obtain grants. After the noted article of Campbell and Stanley more emphasis was devoted to teaching students how to design research studies and how to analyze data. More recently we have focused on computer utilization.

While the jury is still out on the worth of computers, in my opinion the value of the other areas that have received major attention is limited. My reason for making that statement is that most of the educators who receive our research training do not conduct educational research nor do they write about it. They are technologists. They apply knowledge that others have uncovered. They place into practice principles that they are taught. They are like medical doctors and engineers. They take information that is derived in the psychological laboratories and educational arenas and use them in the every day problem situations they encounter.

It is regrettable that their training does not prepare them well for their jobs. It is regrettable that much of the teaching that occurs in the classroom is a reflection of personal preference or experience. Let me elaborate. My field of specialty is testing. The information we have about testing is as advanced as any field in education. Certainly we know more about testing than we do about learning or reading. Yet we have not provided that information to our teachers so that it can be used in their classrooms. They continue to use questionable and inadequate procedure for evaluating pupil progress and their programs.

It seems to me if we would put more emphasis on teaching educators about testing and other educational practices and interpreting research that has been done on it that education would be better off and that much of the criticism we are experiencing would not exist. Such a policy would be much more appropriate than spending our time trying to teach educators how to do research which few ever get around to doing.

I think our first priority for training educators ought to be to teach them to become good consumers of research. That tack, in all its richness, would entail importing the necessary skills to interpret what is being done, imparting the ability to detect excellence and fallacy in research findings and its methodology and developing an attitude to seek out information which would help solve educational problems. When we are able to

do that we will have progressed a long way toward reaching the professional goals to which we aspire.